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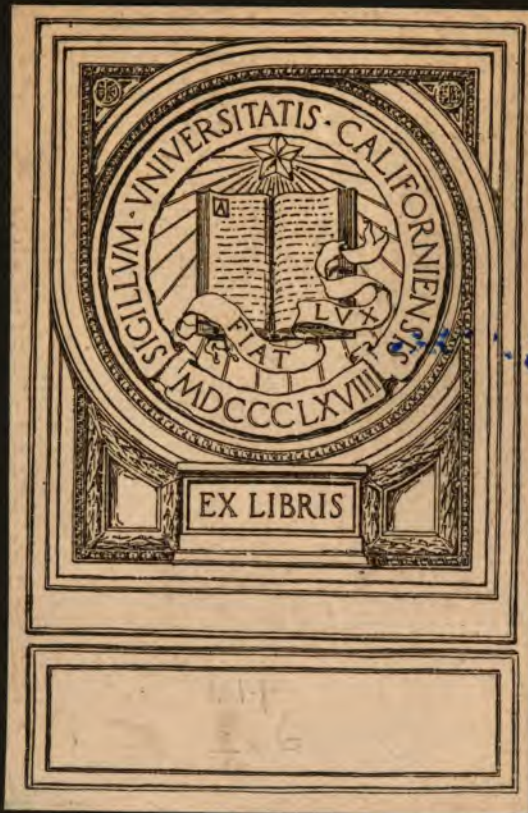
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PHYSICAL TRAINING MANUAL



BY
CARL ZIEGLER, M. D.



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Class

Physical • Training Manual

For use in Public Schools, Normal
Schools and Gymnasia

BY CARL ZIEGLER, M. D.,

Superintendent of Physical Training and Hygiene in the
Cincinnati Public Schools.



CINCINNATI:
ROESSLER BROTHERS, PRINTERS,
1904.

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THIS Manual is an exact copy of that used in the Cincinnati Public Schools, printed from the same plates, at the author's expense, to meet the frequent requests for copies from persons not connected with the schools.





INTRODUCTION.

This manual is intended as a guide for teachers to enable them to give the gymnastic lessons in such a manner, that the greatest good to the pupils may result therefrom.

The present manual is the result of a careful study of the needs and abilities of the pupils, and of the conditions under which the work is to be done, and is based on twelve years' experience in the public schools of this city.

In order that the greatest possible good may accrue to the pupils the teachers must study carefully the "Instructions to Teachers," the description of the exercises and the commands, as well as the lessons which are to be given.

They must observe closely the work of the special teachers and study the best methods of giving gymnastic lessons, using the limited time allowed this subject, to the best possible advantage. In order to accomplish this the teacher must learn the lessons, so as to be able to give them **without continual reference to the book.**

Furthermore, the teacher should have a regular time in the daily program for the gymnastic lesson, and adhere to the program as closely as possible, giving at this time the complete lesson as prepared.

Should the teacher find, however, that the pupils become listless or inattentive during the day, she will find it of great value to give them a few vigorous exercises.

The conditions under which the work is conducted, in the class room, are obviously not the most favorable; for this reason the success or failure will depend largely upon the attitude of the class teacher toward this subject. The fidelity and faithful coöperation of the teachers and those in charge of the schools will determine largely the results attained.

The manual contains twenty lessons for each grade, each lesson being intended for two weeks. Teachers, however, may review previous lessons at their discretion, but should always leave the new lesson for the special teacher, unless otherwise instructed.

The lessons are progressive and the degree of perfection attained in the execution of one lesson will determine the ease or difficulty with which the new lesson may be mastered.

The formal work of the first four grades consists of "Calisthenics;" that of the fifth grade of "Calisthenics" and "Dumbbell Exercises;" and in the sixth, seventh and eighth grades "Wands" are added to the other forms of exercise.

Several "Games for the School Room" are added for the first and second grades, which are to be used at the discretion of the teachers.

Several "Games for the Playground," suitable for all grades, are also given, and it is hoped that the teachers will find the time and opportunity to teach these to their pupils. In the spring and autumn the "Gymnastic Period" may occasionally be taken for this purpose. The recess will offer an excellent opportunity for the teaching of these games.

That the manual may meet with the approval of the teachers, and accomplish the end for which it is intended, is the earnest wish and sincere hope of the writer.

CARL ZIEGLER, M. D.,

Superintendent of Physical Training and Hygiene.

Cincinnati, O., September, 1904.

THE PURPOSE OF GYMNASTICS IN SCHOOLS.

Obviously this is not the place for a discussion of the question whether gymnastics should, or should not form a part of the course of study. But a general statement of facts may be permissible.

One of the evils consequent to modern school methods is the long confinement of the pupils, often in large numbers, from five to six hours per day. The very nature of our school organization requires that the pupils sit quietly at their desks during the greater part of this long period, and as the desks are often ill-fitting and out of proportion to the size of the pupils, much physical harm results therefrom. The immediate results of this sedentary life are disturbances of many natural functions: digestion and nutrition are impaired; the respiration becomes shallow; the circulation is retarded; soft and rapidly-growing bony structure is frequently pressed upon and distorted, causing physical deformities.

To counteract these evil tendencies, at least in a measure, gymnastics have been made a part of the school work in almost every large city. It is also useful in furnishing not only a slight relaxation from the confinement, but also a recreation from the mental strain of study.

Muscular work stimulates the different organs; the heart beats more rapidly and strongly; respirations become more frequent and deeper; and the digestion is improved. But in addition to all this, well regulated exercise brings about a straightening of the various limbs; the muscles of the body are strengthened, so that they not only prevent bony deformities, but will correct existing abnormalities.

In addition to the developmental and hygienic functions of gymnastics, the educational value must also be considered.

Through daily exercise the pupils are led to think more of their physical condition. Their attention is directed to the many things that help to undermine health, and they are taught to appreciate the value of a strong, well-proportioned body, and to detect their own and others' shortcomings. The habit of exercise is formed and continues with them in later life.

The direct training of the motor nerves ensures better coordination, resulting in a lesser expenditure of vital energy in any and every kind of muscular work, besides lending grace to every movement. Of equal importance with the motor training is the training of the inhibitory powers. To suppress the natural desire for motion, inherent in all persons, is one thing, but to train the will so as to control the many involuntary movements, is quite another. Both forms of nerve training must result from all properly conducted physical exercises.

Since so much depends on the manner in which a gymnastic lesson is given, it is the duty of every teacher to become thoroughly familiar with every phase of the work, in order that the greatest possible good may result to the pupils under her care.

INSTRUCTIONS AND SUGGESTIONS TO TEACHERS.

Before beginning the lesson be sure that the air in the room is pure, or will become so before the lesson is far advanced. **Ventilate the room thoroughly.**

Insist upon the pupils removing overcoats, overshoes, cloaks, and wraps of all kinds. Impress upon them the evil effects of wearing such things indoors; also the wearing of tight-fitting garments of every kind. Let the boys unbutton their coats. The movements should be as free as possible.

In the first and second grades give at least **three** lessons a day. In the third and fourth grades give at least two lessons a day; one short period between 11 and 11:30 o'clock, and a longer period between 2:15 and 2:45 o'clock. In the fifth, sixth, seventh and eighth grades give at least one lesson per day, preferably about the middle of the afternoon session.

The minimum time to be given for this subject is 15 minutes a day. In the longer periods give the entire lesson as prepared; in the shorter periods give at least one arm movement, the various trunk exercises, and one leg movement. **Close every lesson with a breathing exercise, if the air in the room is pure.**

Each lesson should consist of: (a) The march to places. (All grades but the first.) (b) Several preliminary exercises, consisting of several facings, starting positions, etc. (c) The exercises contained in the lesson. (d) The breathing exercise. (e) The march back to seats.

Be precise in giving commands. (See below.) Give every new exercise by command; if necessary, repeat several times before beginning to exercise in rhythm. When the class is exercising in rhythm count the different movements of the exercise; as, 1-2, if two movements compose the exercise, and 1-2-3-4, if the exercise is composed of four movements.

Do not **require** pupils to memorize the lesson.

Repeat each exercise six to ten times, according to the muscular effort required.

Let the exercises follow each other as quickly as possible, *i. e.*, do not waste time in correcting individual pupils, or in making lengthy explanations. Remember that the prime object is exercise. **Keep the pupils busy.** Remember that to show the exercise once is better than several explanations. Insist on a proper standing position at **all times**, also on correct movements.

When a musical instrument is available it may be used, so long as the pupils exercise with that vim and vigor which characterize efficient work. The movements should never be allowed to become mechanical.

Exercises may be given: (a) by command; (b) by count; (c) in rhythmic succession.

(a) All new exercises must be given by command, in order that the pupils may fix the movements in their minds. The command for each part of the exercise should be given separately; as, "Arms forward—Raise!" "Arms—Down!"

(b) If an exercise is difficult, as in the case of a combination exercise, it should be repeated several times by command, or numbers may be substituted for the commands, but there must be a command or count for each movement, the pupils moving only by the guidance of the teacher. The counts may be given at longer intervals or in rapid succession as the occasion demands, but without any attempt at rhythm.

(c) After an exercise has been learned it can be executed in rhythmic succession. The rhythm is indicated either by counting, by tapping with a pencil on the foot, or by music. The former is preferable, for, by accenting the various counts, the pupils are inspired to more vigorous and energetic movements. The rhythm should vary according to the exercise.

A simple exercise may be executed more rapidly than one that requires the coordination of a large number of muscles, or one in which there are large movements of the whole body. Ordinarily the rhythm should be about march-time, but trunk exercises should be about half as fast. Exercises may also be given in double or quadruple time, the pupils moving on the odd numbers, or on the first of four counts, holding the position during the even counts or from 1-4 as the case may be.

When an exercise is to be executed in rhythmic succession, give the command: "In time—Begin!" and immediately begin to count: "1-2," etc. When the exercise is to cease give the command "Stop!" instead of the last count; as, "1-2-3-4, 1-2-3-Stop!" If the pupils are marching use the command "Halt!" Give the command "Halt!" when the pupils are raising the **right** foot. They should then take one more step with the left foot, and stop with the right.

When an exercise requires a starting position give the command for that before giving the command for any part of the exercise. If the starting position is fatiguing, and if there are several exercises which require the same position give the command to resume the fundamental position after each exercise, in order that the affected muscles may be momentarily relieved from the strain. Never fatigue a muscle or a group of muscles.

The exercises of a lesson should follow each other in quick succession; and explanations and corrections should be as brief as possible. When the class is exercising in rhythm the teacher may make corrections by calling the attention of individual pupils to errors without stopping the work of the class: as, Willie, hold up your head; Mary, stretch your arms; George, you are bending the wrong leg, etc. Stop the class for corrections only when a number of pupils are at fault. Remember that it is often better to commend a pupil who is doing well than to find fault with the one who is in error. Therefore it is sometimes advisable to let one who does an exercise correctly show the class how well it can be done. Call attention frequently, especially before beginning the lesson, to a good standing position; as, Stand erect! Feet turned out! Heels and knees together! Chest raised! Hips back, etc.

A straight-line drawing of a difficult position will often help the pupils to understand the same.

As it is impossible to see all the movements of all the pupils from the same place, the teacher should move about, to different parts of the room; a side or rear view of the class will often reveal errors that are not visible from the front.

Pupils who do their work poorly should not stand in front of the class. Imitation is a large factor in education, and, therefore, the pupils should see only good models.

A self-conscious pupil will work better when standing behind another, than when directly under the eye of the teacher.

After the different exercises have been mastered much time can be saved by changing from one exercise to another without stopping, the teacher giving the command for the next exercise while the class is working, and then giving the command "Change!" on the last count of the exercise which the class is performing. Thus changing from one exercise to another, or a movement from one side to the other, or alternating two exercises that are similar, should be done without pause.

The special teachers will visit each class once in two weeks to teach the new lesson. The Superintendent will visit each room at least twice a year to see how the class teachers conduct the work. At these visits he will take note of the following points:

The manner of giving the lesson: clearness and accuracy in giving commands; emphasis and precision in commanding and counting; correcting faulty execution.

Attitude of the class: attention of the pupils; interpretation of commands; promptness, correctness, and vigor of execution; poise of the pupils,—correct standing and walking.

COMMANDS.

The proper giving of the commands is of the utmost importance. Upon the ability to give commands depends largely the success or failure of the teacher. The motor activities as well as the inhibitory powers are developed by the prompt response to well-given commands, while the tone of voice and the emphasis determine largely the amount of vigor and energy the pupils put into their work. Therefore every teacher should make it a duty to study carefully the commands and to acquire the habit of giving them correctly.

Every command should have two parts: "Explanatory" and "Executive." The first part, in which the class is informed of what it is to do, should be as terse and precise as is consistent with clearness, and should be in the form of a complete sentence, conveying clearly the idea of the motion or motions to be executed; as, "Raise arms forward" is the first part of a command. However, to complete the command the second, or executive part is necessary in order that the pupils may know when to raise the arms. For this part of the command the verb which indicates the movement is generally used, although in exercises having a succession of movements a number may be used instead.

When using the verb as the command of execution, it is well, in order to avoid repetition of the word, to use the inverted form, placing the verb last, thus: Arms forward—Raise! If the movement be compound, *i. e.*, if two or more parts of the body are to be moved at once, use the last verb for the command; thus: Arms forward and heels—Raise! or, Raise left leg and arms forward—Stretch!

The explanatory part of a command should always be given in a clear and distinct manner. Then there should be a pause of greater or lesser duration, which is followed by the command for execution, and this should always be given in an accented and forceful manner. The call for "Attention!" should be used sparingly, as it is presumed that all pupils, when exercising are attentive. When it is used, it should be in the manner of an executive command. When an exercise is to be discontinued use the command "Stop!" or "Halt!" This should also be as decisive as a command for execution.

In specifying direction, movement, or part of the body, the teacher should always use the exact term; as, forward, upward, raise, thrust, stretch, left leg, right knee, etc., so that the pupil will not be in doubt as to the meaning of the command.

In this manual technical terms are avoided as much as possible. The term "Bendkneestep" which is used, is a contraction of the sentence: "Bend (right) knee and step forward with the (left) foot." This contraction gives us "Bendkneestep forward left." All other technical expressions are so plain that they are self-explanatory. The use of the suffix "ward" in connection with the word side, giving "sideward,"* is used for the sake of uniformity with upward and forward.

* See Standard Dictionary.

EXPLANATION OF POSITIONS.

A.—FUNDAMENTAL POSITION.

The position for exercising should always be an erect one, or what is commonly known as that of the soldier. The heels and knees should be close together; the toes turned outward to an angle of about 90°; the body, erect and well balanced upon the hips, should be inclined slightly forward so as to throw the weight a little more upon the balls of the feet than upon the heels; the chest active; the shoulders level and well back; head erect and eyes forward; arms at the side with the fingers touching the thigh a little behind the middle line. **Command: In Position—Stand!**

If it becomes necessary to allow the pupils to stand in any other position, give the command: **In Place—Rest!**

The pupils will then place the right foot backward, grasp hands backward and stand in an easy but erect attitude.

The teachers should at all times insist upon the pupils standing in a proper position, whether for exercising or for recitations.

B.—STARTING POSITIONS.

A large number of exercises are executed from the "Fundamental Position;" for others it may be necessary or desirable to have the arms or legs in a certain position from which to begin the exercise. These are called "Starting Positions."* They are as follows:

- a. **Hands on hips—Place! Hands—Down!**
The hands are placed so that the palms rest upon the crest of the ilium, fingers closed and directed forward, thumbs backward, shoulders and elbows well back. The forearm and hand should form a straight line from the elbow to the finger-tips.
- b. **Hands backward—Grasp! Hands—Down!**
The hands are grasped behind, the elbows extended and the shoulders well back.
- c. **Arms forward—Fold! Arms—Down!**
The arms are raised forward, elbows on a level with the shoulders, the forearms crossed, the hands grasping the upper arm.
- d. **Arms backward—Fold! Arms—Down!**
The arms are folded behind the back, the hands grasping the opposite arm.
- e. **Hands on shoulders—Place! Hands—Down!**
The arms are raised outward and bent so as to bring the hands above the shoulders; the elbows are directed sideward and on a line with the shoulders; the wrist and hand are slightly curved.
- f. **Arms to thrust—Bend! Arms—Down!**
The arms are bent to an acute angle, elbows well back, forearm horizontal, upper arm inclined backward, wrist straight and hands clenched (fist). The muscles of the arms should be tense.
- g. **Hands behind neck—Place! Hands—Down!**
Raise the arms outward; bend them so that the hands will be behind the neck, and place them so that the finger-tips touch at the base of the skull. The elbows must be in line with the shoulders and the head well back.

* In the lessons of this manual the commands for the starting positions, as well as the return commands, are printed in larger type than the commands for the exercises.

- h. Arms upward—Bend! Arms—Down!**
Bend the forearm upward so that the hands are in front of the shoulders, the fingers pointing upward, the palms towards the shoulders.
- i. Arms inward—Bend! Arms—Down!** *forward*
Raise the arms so that the elbows and forearms are in a line and on a level with the shoulders, finger-tips touching, palms downward.
- j. Arms to strike—Raise! Arms—Down!**
Place the clenched fists above the shoulders, the knuckles backward. The arms are in the same position as in "e."
- k. Hands for clapping—Raise! Hands—Down!**
Raise the left forearm so that the hand is in front of the middle of the body, palm upward; the right hand is raised just a little higher and above the left, with the palm downward.
- l. Stride position—Stand! In position—Stand!**
Place the foot indicated in the desired direction, forward, sideward or backward, about two foot lengths from the other, allow the body to move in the same direction, and stand firmly on both feet; the weight of the body being equally divided.
- m. Stride position sideward, both feet sideward—Place! In position—Stand!**
Place the left foot about one foot length to the left and the right foot the same distance to the right; the body does not move, the weight being equally divided on both feet.

EXPLANATION OF EXERCISES.

Head—(a) The head can be **lowered** forward, backward, and sideward left and right.

Forward—Drop the head forward so that the chin will rest upon the chest.

Backward—Move the head backward so that the face will be turned upward, but the chin should be close to the neck.

Sideward—Incline the head toward the shoulder.

Command: **Head forward—Lower!**

Head—Raise!

Other directions similarly.

- (b)** The head can be turned to the left and right. It should be perfectly erect and turned as far as possible in the direction indicated.

Command: **Head to the left** { **—Turn!**
right }

Front—Turn!

NOTE.—All head exercises should be executed slowly.

Trunk.—The trunk can be bent forward, downward, backward and sideward; also obliquely forward and backward. It can also be turned or twisted.

- (a)** *Forward*—The forward bending is not a true bending of the trunk but a lowering of the whole body forward, but to avoid confusion, and for ease in giving the command, the word "bend" will be used to designate this movement. The body, which should be in an erect position, with the chest active and head well poised, is inclined forward to a greater or lesser degree; the movement is en-

tirely at the hips; the back must be flat (no curve); the head retains its relative position, except that the chin is raised so as to turn the face toward the front.

Command: **Trunk forward—Bend!**
Trunk—Raise!

- (b) *Downward*—Unlike the forward movement the spine is bent as well as the whole body inclined forward. The head, although in the same relation to the body, should be below the level of the hips, and the spine curved with the convexity upward.

Command: **Trunk downward—Bend!**
Trunk—Raise!

- (c) *Backward*—The backward bending must be a true bending of the spine. Movement below the hips should be entirely avoided. The upper part of the body is bent backward; the chest well raised; the head in the same relative position, and the face upward. The legs should be straight, and should in no wise participate in the movement.

Command: **Trunk backward—Bend!**
Trunk—Raise!

- (d) *Sideward*—The trunk is bent, so that the upper part of the body is inclined toward the side; the head squarely above the shoulders. The flexion is entirely above the hips; the legs must be straight, and care must be taken not to raise the foot on the opposite side. The body must not twist or incline forward or backward.

Command: **Trunk sideward—Bend!**
Trunk—Straighten!

- (e) *Obliquely forward*—Turn the body (without moving the feet) so as to face half way between forward and sideward, then bend forward as under "a."

Command: **Trunk obliquely forward—Bend!**
Trunk—Raise!

- (f) *Obliquely backward*—Turn as under "e," then bend backward, as under "c." When bending obliquely backward, left, the turning is toward the right.

Command: **Trunk obliquely backward—Bend!**
Trunk—Straighten!

- (g) *Turning*—Turn or twist the body so as to bring the broad axis of the chest into the deep axis (or nearly so); the hips should not participate in the movement, nor should the legs be twisted.

Command: **Trunk to the left) —Turn!**
right)
Forward—Turn!

NOTE.—All trunk exercises should be executed slowly. For musical accompaniment a waltz (3-4 time) is preferable, the movement taking place on the first beat of each measure.

In all trunk exercises the body must be in a good position. The chest must be active, *i. e.*, well raised, and the muscles which help to expand it, in action. The abdomen should be back; the head, well poised.

Arms.—The arm exercises are classified under the following headings: (a) Raising; (b) Swinging; (c) Stretching; (d) Thrusting; (e) Throwing; (f) Striking; (g) Circling; (h) Rotating; (i) Winding.

NOTE.—Teachers should be careful to distinguish every exercise by its proper name.

- (a) *Raising*—Raising the arms implies that they are elevated from a lower to a higher level.

They should remain straight during the entire movement, except when both arms are raised sideward left or right.

When raised forward; or sideward; they are on a level and in a direct line with the shoulders. The palms of the hands are downward.

When raised upward; they are vertical, close to the head, as far apart as the shoulders, and the palms of the hands are toward each other.

When raised obliquely upward; they are half way between forward and upward, the hands as in the upward position.

When raised diagonally; one arm is obliquely sideward upward, the other sideward downward; the hands are in pronation.

When raised sideward; left or right; one arm is straight sideward, the other bent to a right angle, with the hand in front of the opposite shoulder, both arms on a level with the shoulders; the hands in pronation.

When raised forward upward, or sideward upward, the hands are turned after they pass the horizontal plane.

Command: **Arms forward—Raise!**
Arms—Lower!

Other positions similarly.

- (b) *Swinging*—

1. The arms are moved quickly forward and backward as a pendulum.
2. With arms sideward; swing them up and down quickly—so-called “Flying Movement.”
3. With both arms sideward left; swing them on the same level, to the position sideward right.
4. The arms may also be swung in a circle forward, backward, sideward, inward and outward. In all these movements the arms must be straight.

- (c) *Stretching*—To stretch the arms they must be previously bent. They are stretched from the position, “Hands on hips,” “Hands on shoulders,” or “Arms upward—Bend!”

When stretching from hips, the hands are first raised to the height of the shoulders, the hands are turned in the direction indicated, and the arms quickly extended to their full length. If stretched upward the hands must pass close in front of the shoulders and go straight up past the head.

When stretching from shoulders; the hands are also first turned in the direction indicated by the command.

From the position, “Arms upward—Bend!” the stretching is the same as in the foregoing, except that the bending and stretching may be separate movements, or counts, or the bending and stretching may be in rapid succession, or in one count, as one movement.

NOTE.—The hands are in the same position when the arms are straight, as when they are raised. In all stretching, the fingers are straight, and precede the arms.

Command: **Arms forward—Stretch!**
Arms—Bend!

Other directions similarly.

- (d) *Thrusting*—This is the most vigorous arm movement. It must be preceded by taking the position “Arms to thrust.” From this position the first is raised in front of the shoulders, then turned in the direction indicated in the command, and the arm forcibly ex-

tended. As the arm is straightened, the forearm is turned so as to bring the hand into pronation. In the return movement, which should be as vigorous as the thrust, the forearm is again turned so that the hand is in supination.

Command: **Arms forward—Thrust!**
Arms—Bend!

Other directions similarly.

- (e) *Throwing*—This movement is executed either from “Hands on shoulders” or from “Arms inward—Bend!” It consists in forcible extension of the forearm, bringing it in a line with the upper arm; the latter does not participate in the movement.

When the exercise is from the shoulders the hand is in supination, when the arm is straight; when from “Arms inward—Bend!” it is in pronation.

Command: **Arms sideward—Throw!**
Arms—Bend!

- (f) *Striking*—From position “Arms to strike” extend the arm vigorously sideward as in throwing, but the first remains clinched, the knuckles backward.

Command: **Sideward—Strike!**
Arms—Bend!

- (g) *Circling*—From position “Arms sideward” move the arm a short distance in the direction indicated, then lower it slightly; move in the opposite direction, and continue the movement upward and in the first direction. The hand should describe a circle of from twelve to fifteen inches in diameter.

Command: **Arms forward** } —Circle!
backward }

- (h) *Rotation*—This is a turning of the arm around its long axis. The hand being alternately in pro- and supination. It may be executed in any position of the arms.

Command: **Arms—Turn!**

- (i) *Winding*—Raise the arms, slightly bent, in front of the body, describe a circle with the hands, and stretch the arms vigorously in a given direction—forward, sideward or upward. Winding inward, when the movement begins upward and toward the body; outward, when reversed.

Shoulders.—The shoulder exercises are limited to raising, which is an exaggerated form of shrugging, and to moving forward and backward. In both exercises the rest of the body, especially the head, must not move. In raising the shoulders; they move straight up and down; in moving forward and backward; they must remain at the normal level throughout the exercise.

Command: **Shoulders—Raise!—Lower!**
Shoulders backward } —Move!
forward }

Legs.—The leg exercises are classified under the following headings: (a) Raising Heels; (b) Knee Bending; (c) Leg Raising; (d) Knee Raising; (e) Foot Raising; (f) Stepping: 1. Touchstep, 2. Stride, 3. Bendkneestep, 4. Lunge; (g) Knee Bending in Stride Position.

- (a) *Raising heels.*—When but one heel is raised the leg is bent at the knee and the heel raised as high as possible; the toes remain in place; the foot must not be turned.

Command: **Left** } heel—Raise! Heel—Lower!
Right }

When both heels are raised the legs are straight and together; the feet remain at right angles to each other; the heels are raised as high as possible; when the heels are lowered they must come down gently, so there will be no jarring of the body and no noise. The body should move upward and downward in a straight line, without swaying forward or backward.

Command: **Heels—Raise! Heels—Down!**

- (b) *Knee bending*.—The knees may be bent to a right angle, without raising the heels, or to an acute angle, when the heels must be raised, the body resting on the balls of the feet. In either case the body should be erect when the movement is complete. There must be no bending forward, the body simply moving down and up. The former exercise, bending to right angle, is for the first grade only; all other grades bend to an acute angle.

Command: **Knees—Bend! Knees—Straighten!**

- (c) *Leg raising*.—When the leg is raised it must be straight; the ankle must be well extended; the foot twelve or fifteen inches above the floor. The body should remain erect, and should not sway in the opposite direction from that in which the leg is raised.

Command: Leg

forward	}	—Raise! Leg—Lower!
sideward		
backward		
inward		

- (d) *Knee raising*.—In this exercise the knee is the most prominent part. It is raised as high as the hip; the thigh forming a right angle with the body; the lower part of the leg is straight down from the knee, at right angles to the thigh; the ankle is well extended, the toes pointing downward.

Command:

Left	}	knee—Raise! Knee—Lower!
Right		

- (e) *Foot raising*.—The foot is raised backward or inward. In the former the knee is bent so that the lower part of the leg and the foot are moved backward; the knees remaining together. The foot may be raised high enough for the heel to touch the body. In raising the foot inward the knee moves sideward; the lower part of the leg is directed inward and the foot is in front of the other knee.

Command: Foot

backward	}	Raise! Foot—Lower!
inward		

- (f) *Stepping*.—There are four stepping exercises—

1. Touchstep; 2. Stride; 3. Bendknee-step; 4. Lunge.

1. *Touchstep*—Move the leg in a given direction, and by an extension of the ankle, touch the toes lightly on the floor. The foot remains in the same relative position as before the movement; *i. e.*, at a right angle to the other foot. There should be absolutely no movement of the body, and both legs must be perfectly straight. The common errors, which the teacher must guard against, are: a slight bending of the other knee, or a tilting of the pelvis. The latter movement throws the weight of the body to one side.

The exercise is the same, whether forward, sideward, backward, or crossed in front or rear of the other leg.

In the backward movement the tendency to bend the moving leg and to place the edge of the shoe on the floor must be guarded against. In the cross-touchstep the turning of the foot and the bending of the leg must be avoided. In all touchstep exercises the weight of the body is entirely on the leg that is not moved.

Command: **Touchstep forward left—Step!**
Cross-touchstep left—Step!
Foot—Replace!

Other directions similarly.

2. *Stride*—This is simply an ordinary step in the direction indicated; the foot should move at least two foot-lengths from the other, and both feet must be firmly on the floor; the weight of the body being equally divided.

Command: **Stride sideward left—Step!**
Foot—Replace!

Other directions similarly.

3. *Bendkneestep*—This exercise differs from the touchstep only in bending the knee of the leg that is not moved; the step is therefore longer, and the whole foot is placed on the floor. As in the touchstep, the body must be perfectly erect.

Command: **Bendkneestep sideward left—Step!**
Foot—Replace!

Other directions similarly.

4. *Lunge*—The foot is moved at least three foot-lengths in the given direction, the body moving in the same direction, and as the foot touches the floor, the leg is bent so that the knee projects beyond the toes. The sole of the shoe should always touch first, the heel coming down a trifle later. The other leg must remain perfectly straight and the foot firmly upon the floor. The body remains erect.

Command: **Left } forward**
Right } backward } Lunge!
} sideward
Foot—Replace!

- (g) *Knee bending in stride position*—This exercise requires that the stride position is taken first. If one knee is bent, the body is moved toward the leg as the knee bends, so the position is the same as in the lunge, except that the feet are not so far apart. When both knees are bent (only in the stride position forward or backward) the heel of the rear foot is raiser as the leg is bent, and the knee almost touches the floor; the forward leg is bent to a right angle, but the foot remains firmly upon the floor.

Command: **Left } Knee Bend!**
Right } Knees
Both } Knees
} —Straighten!
Knee }
Knees }

MARCHING.

Marching in the school-room is necessarily limited; but some attention should be paid to it, not only during the gymnastic lesson, but also in dismissing the classes from the rooms. It is an unfortunate fact that teachers often require pupils to leave the room with a slow and stealthy step. This tends to produce the shuffling and shambling gait, with drooping shoulders and head, so common with school children.

Children should be taught to walk with a brisk, light, and elastic step, which of itself is conducive to good carriage and proper poise. This can be done without noise or undue haste.

Marching in some form should be a part of every gymnastic lesson.

During the first few weeks the pupils of the first grade need not keep in step; *i. e.*, it is not essential that all the left feet move at the same time, but rhythmic succession of movement must be learned. Having mastered that, they should be taught to begin with the left foot, and to keep in step as well as in time.

In the second and higher grades, keeping step should be as natural as keeping time with music.

The gait should not be faster than one hundred twenty steps a minute. The tendency to accelerate should be overcome by the teacher's keeping time by clapping hands or tapping with the foot, or pencil. The rate of speed should be maintained whether the pupils march in place (mark time) or march forward. In the upper grades the marching to places will furnish the opportunity for this drill, although some of the other forms described below may be introduced into the lessons.

In the first and second grades an occasional march around the room will not come amiss.

Marching in Place, or Marking Time.

Command: **Mark time—March! Halt!**

Marking time is marching without gaining ground. The feet are raised alternately forward and immediately replaced; the knees are slightly bent and the ankles extended as the foot moves forward, but there should be no undue swinging of the legs or swaying of the body.

Variations—(a) Mark time and clap hands with every step.

- (b) Mark time and clap hands on every other step.
- (c) Mark time and clap hands on the first of 4, 6, or 8 steps.
- (d) After some practice, clap hands on 3rd, 5th or 7th steps.
- (e) Mark time and clap hands four steps, then four steps without clapping hands.
- (f) Mark time and clap hands on the 1st, 3rd, 5th, 6th and 7th of eight steps. (Drum-beat.)
- (g) Mark time and turn to the left or right on a given count (1st, 4th, etc.). Turning in the same direction four times will cause the pupils to execute a complete turn.
- (h) After some practice in direction, mark time and turn left or right about on a given count.

NOTE.—Some of these variations, especially *c*, *d* and *e*, can be used in connection with teaching number by counting consecutively to 16, 20, 24, etc. Also, teaching the groups of 2, 3, 4, 5, etc.

Marching from place:

Command: **Forward**
Backward } —**March! Halt!**
Sideward }

- (a) *Forward*—Marching forward a certain number of steps. March one step forward; three steps forward; seven steps forward.

NOTE.—Remember that it always takes one count more than the required number of steps to complete the movement. The left foot takes the first step, therefore the right should take the closing step.

For example: Three steps forward—March! Left—right—left, and close with right.

- (b) *Backward*—After considerable practice the marching backward may be added as the reverse movement for the forward marching, and later, alternate one with the other.

- (c) *Sideward*—Sideward marching requires two counts for each step. If the direction is to the left, step sideward with the left foot, bring the right up to it and continue to the given number, or until the command "Halt!" is given.
- (d) Alternating marking time with any of the above; also with clapping hands and with turning to the left or right—2 counts; about face—four counts, etc.
- (e) *Marching around the room*—Have every other line turn to the rear. On the command, **Forward—March!** the first line marches across the front of the room, the second line marches into the first aisle, the third into the second, and so on, all following the first line, and all moving at once. If the class is small the pupils march around all the desks, forming one continuous line, but if too large for this the leader, after crossing the room, passes backward in the outside aisle along the wall, forward in the next aisle, backward in next, and so on, till the first place is reached. As all pupils follow the leader, all should arrive at their seats at the same time. They should continue to march by marking time at their seats until the command, **Halt!** is given, when they should stop by taking the last step with the right foot.
The command to halt may also be given while the class is in motion. This is a good drill, teaching the children to stop instantly. On the command, "**March!**" every pupil in the class should move at once.
- (f) *Running*—In the lower grades any of the foregoing marching exercises may be taken in double-quick time—running. The time should be about twice as fast as in marching. All running must be on the toes. Pupils must keep time and keep their distance from one another.
- (g) *Skipping or Hippy-ty-hop*—This may be taken instead of marching around the room. It is like running, except that a slight hop follows the step forward. This form of movement is also well adapted to a flying motion when playing "Birds."
- (h) *Double or Gallop step*—Step forward left, bring right foot up to the left with a slight hop, and continue in this manner a given number of times—4 or 8 times; then change the right foot in front.
- (i) *Gallop sideward*—Like "h," but the movement is sideward. The left or right foot steps sideward, the other is brought up to the former with a slight hop, and then continue.
- (j) *Treble or Polka step*—Step forward left, follow with the right, placing it just behind the left, and again place the left foot forward; then right foot forward, left behind the right and right foot forward, then left foot forward again, and so on.
This step is also used to change when "out of step;" therefore all pupils should learn it. By adding a slight hopping movement to each step, which should not be attempted until the movement is well learned, we have not only a graceful, but a very efficient exercise.

NOTE.—Any of these variations may be alternated with any of the others; as, for instance: March eight steps forward, then eight double steps, or eight marching steps and sixteen light running steps, etc.

FACING.

Facings are valuable in training for direction; also for quickness and promptness of response.

From the first days of school the pupils should receive drill in right, left, forward, backward, as terms relating to their own bodies, and not as relating to the walls of the room.

In the two lower grades the term "turning" may be used instead of "facing." In the subsequent grades the command, "Face!" should invariably be used. Facing may be done by simply raising the whole of one foot and the toes of the other foot and turning on the heel of the latter. Thus, if we wish to turn to the left, we do so on the left heel; right, on the right heel. This method is preferable for small children.

For older pupils, from the third grade up, the following method is recommended:

To turn to the left, raise the sole of the left foot, the heel of the right, and with a slight pressure on the toes of the latter foot turn the body toward the left, then replace the right foot beside the left. To the right side, the movements are reversed. This requires two distinct movements, and the teacher will do well to count "1, 2!" for each facing. Every facing is a turning around the long axis of the body. If the command be "left face," the turn is 1/4 of a circle to the left; "about face," 1/2 of a circle, or a turn that will bring the front of the pupil where the back was before the movement.

The commands are:

Left	} —Face! (1/4 turn to the)	} left
Right		
Left about	} —Face! (1/2 turn)	} left
Right about		
Half left	} —Face! (1/8 turn)	} left
Half right		

In the lower grades:

To the left	} —Turn!
right	
To the rear—	Turn!

Drill on direction should be a part of each lesson.

FOR TEACHERS OF GERMAN.

Teachers who prefer to use the German language in the gymnastic son will find in the following list all the commands as they are usually given in German. For ease of comparison they are given in the same order as on pages 8 to 17, inclusive.

A.—GRUNDSTELLUNG.

Grundstellung—Steht!

Bequemstellung—Steht!

B.—AUSGANGSSTELLUNGEN.

(a) Haende auf Hueften—stuetzt! Arme—senkt!

(b) Haende ruecklings— } schliesst!
 } fasst!

Arme—Senkt!

(c) Arme vorlings—kreuzt! Arme—senkt!

(d) Arme ruecklings—kreuzt! Arme—senkt!

(e) Haende auf Schultern—legt! Arme—senkt!

(f) Arme zum Stoss—beugt! Arme—senkt!

(g) Haende hinter den Nacken— } hebt!
 } legt! Arme—senkt!

(h) Haende vor Schultern—hebt! Arme—senkt!

(i) Arme nach innen—beugt! Arme—senkt!

- (j) **Arme zum Schlagen (ueber Schultern)—hebt! Arme—senkt!**
- (k) **Haende zum Klappen—hebt! Arme—senkt!**
- (l) **Graetschstellung: $\left. \begin{array}{l} \text{linken} \\ \text{rechten} \end{array} \right\} \text{Fuss seit-} \left\{ \begin{array}{l} \text{vor-} \\ \text{rueck-} \end{array} \right\} \text{waerts—stellt!}$**
Beine schliessen—schliesst!
- (m) **Graetschstellung: Beide Fuesse seitwaerts—stellt!**
Beine—schliesst!

C.—UEBUNGEN.

- Kopf:** (a) $\left. \begin{array}{l} \text{Kopf vor-} \\ \text{seit-} \\ \text{rueck-} \end{array} \right\} \text{beugen — beugt! Kopf — hebt!}$
- (b) $\left. \begin{array}{l} \text{Kopf links} \\ \text{rechts} \end{array} \right\} \text{drehen — dreht! Nach vorn — dreht!}$
- Rumpf:** (a) Rumpf vorwaerts — beugt! Rumpf — streckt!
 (b) Rumpf tief — beugt! Rumpf — streckt!
 (c) Rumpf rueckwaerts — beugt! Rumpf — streckt!
 (d) $\left. \begin{array}{l} \text{Rumpf seitwaerts — links} \\ \text{rechts} \end{array} \right\} \text{— beugt! Rumpf — streckt!}$
 (e) Rumpf schraeg vor — beugt! Rumpf — streckt!
 (f) Rumpf schraeg rueckwaerts — beugt! Rumpf — streckt!
 (g) $\left. \begin{array}{l} \text{Rumpf links} \\ \text{rechts} \end{array} \right\} \text{dreht! Nach vorn — dreht!}$
- Arme:** (a) $\left. \begin{array}{l} \text{Arme vor} \\ \text{seit} \\ \text{vorhoch} \\ \text{seithoch} \\ \text{schraeg vorhoch} \\ \text{schraeg seithoch} \end{array} \right\} \text{— hebt! Arme — senkt!}$
- (Diag.) Links schraeg, seithoch, rechts schraeg, seittief und umgekehrt.
- (b) Arme vor, seit u. s. w. — schwingt!
 (c) Arme vor-, seithoch u. s. w. — schwingt!
 Arme werden gestreckt von den Ausgangsstellungen: a—e— und h. Die Rueckbewegung ist dementsprechend zu befehlen.
- (d) $\left. \begin{array}{l} \text{Arme vor-} \\ \text{seit-} \\ \text{hoch-} \\ \text{tief-} \end{array} \right\} \text{stossen — stost!}$
- (e) und (f) Arme seitschlagen (oder werfen) — schlägt!
 Von Ausgangsstellungen e—i—j. Befehl fuer die Rueckbewegung ist dementsprechend.
- (g) $\left. \begin{array}{l} \text{Armkreisen vorwaerts} \\ \text{rueckwaerts} \\ \text{nach innen} \\ \text{nach aussen} \end{array} \right\} \text{— kreist!}$
- Drehen:**
 (h) Arm drehen — dreht!
 (i) Winden: $\left. \begin{array}{l} \text{Einwinden} \\ \text{Auswinden} \end{array} \right\} \text{— windet! oder hebt!}$
- Beine:** (a) $\left. \begin{array}{l} \text{Zehenstand links} \\ \text{rechts} \end{array} \right\} \text{— steht!}$
 Zehenstand -- steht!
 Grundstellung — steht!
 (b) Kniebeugen — beugt! Kniee — streckt!
 (c) $\left. \begin{array}{l} \text{Beinheben links} \\ \text{rechts} \end{array} \right\} \left. \begin{array}{l} \text{vor-} \\ \text{seit-} \\ \text{rueck-} \end{array} \right\} \left. \begin{array}{l} \text{waerts} \\ \text{nach innen} \end{array} \right\} \text{— hebt! Bein — senkt!}$

- (d) Knieheben links } — hebt! Bein — senkt!
 rechts }
- (e) Fersenheben links } — hebt! Bein — senkt!
 rechts }
- (f) 1. Schrittstellung vor- } waerts links } — steht!
 seit- } waerts rechts }
 rueck- }
- Kreuzschrittstellung vorlings } — steht!
 ruecklings }
- Beine — schliesst!
- (f) 2. Siehe Ausgangsstellungen 1 und m.
- (f) 3. Auslage (schritt) vor- } waerts links } — steht!
 seit- } waerts rechts }
 rueck- }
- Beine — schliesst!
- (f) 4. Ausfall vor- } waerts links } Fallt — aus!
 seit- } waerts rechts }
 rueck- }
- Beine — schliesst!
- (g) Kniebeugen in der Graetschstellung:
 Linkes — rechtes Knie — beugt! — streckt!
 (Beide) Kniee — beugt! — streckt!

Der Befehl zum Ueben im Takt ist: Im Takt — uebt!
 Um die Uebung zu beschliessen gebe man den Befehl—Halt!
 und zwar auf den letzten Takt der Uebung.

Marschieren.

Gehen am Ort — Geht! oder—Am Ort — Marsch!
 Zum Schluss gebe man den Befehl — Halt! stets auf den
 rechten Schritt.

Vorwaerts }
 Seitwaerts } marsch — Halt!
 Rueckwaerts }

- (h) *Skipping* = Hopsergang.
- (i) *Double or Gallop step* = Galopp huepfen { vorwaerts
 seitwaerts.
- (j) *Treble or Polka steps* = Schottisch Gang. Mit Huepfen =
 Schottisch huepfen.

Facings = Drehungen.

Right } *Face!* Rechts } um!
Left } *Face!* Links } um!

About—Face! Rechts } kehrt — um!
 Links }

Half { *left*—*Face!* Halb } links —um!
 right } rechts }

BREATHING EXERCISES.

Breathing exercises have a threefold effect. They increase the lung capacity, strengthen the organs of respiration, and moderate the rapid heart action consequent to vigorous exercise.

The breathing exercise should consist of a long, deep inhalation, thoroughly expanding the chest and filling all parts of the lungs. It is especially desirable that the apexes be inflated, by forcing the air to the upper part of the lungs. The exhalation should be somewhat forced, so as to expel as much of the residual air as possible.

Both the time of inhaling and exhaling should be lengthened with the increasing age of the pupils; also the number of repetitions. Care must be taken not to overdo either. For smaller pupils, count six or eight while inhaling, two to four to hold the breath, and four to six while exhaling. Older pupils may be required to count as high as 12 for inhaling, 4 or 6 to hold the breath, and 8 to exhale. Do not hold the breath too long. The counting should be in the same time as for exercises.

Arm movements which act on the muscles of respiration may be added to the breathing, as they greatly enhance the effect.

In connection with the reading lessons, breathing exercises with vocalization will be found useful.

EXPLANATION OF TERMS AND ABBREVIATIONS.

ABBREVIATIONS.

- FORW.**—Forward; toward the front.
SIDEW.—Sideward; toward the side or sides.
BACKW.—Backward; toward the rear.
UPW.—Upward; in the direction above the head.
DOWN.—Downward; toward the floor.
INW.—Inward; toward the middle line of the body.
POS.—Position; to stand in the fundamental position.
STRTG. Pos.—Starting position; the position other than the fundamental position, taken for the execution of a certain exercise.
RET. TO POS.—Return to position; reverse the order of movements so that there is a return to the position from which the exercise started.
OBL.—Obliquely; midway between any of the straight lines.
DIAG.—Diagonally; when one arm is extended obl. upw., the other obl. downw., in the opposite direction. When left arm is up, it is "left diagonal," the opposite "right diagonal." When used in connection with a leg exercise the downw. arm is parallel with the straight leg.

ROUTINE FOR BEGINNING AND CLOSING THE LESSON.

- (a) Ventilate!
- (b) Command: **Prepare for exercises!**
Pupils arrange their desks, remove superfluous clothing, and sit erect, hands on desks.
- (c) Command: **On the right (left) side—Stand!**
Pupils place the corresponding foot in the aisle and rise, assuming immediately a correct standing position.
- (d) Where seats can be turned up—Command: **Raise seats—1!** Pupils bend forward and take hold of seats; **2!**—Straighten up and lift the seats; **3!**—Grasp hands behind.
- (e) Command: **For marching—About—Face!**
Pupils in alternate aisles face to the rear, turning **right about**. (Instead of the alternate files, the outside files may all turn to the rear, leaving only the two middle files facing forward.)
- (f) Command: **To your places—March!**
The pupils will march around the various sections of seats to places previously assigned to them. They should be so arranged that boys stand in one aisle and girls in another, or if preferable, boys on one side of the room and girls on the other; the smaller pupils should be in front, the taller behind. As the pupils get to the places assigned to them, they step between the desks, if the seats are turned up, or with their backs to the seats, if the latter are stationary.
- (g) Command: **In the aisle—Stand!**
The pupils step into the aisles, facing the teacher ready for exercises. After the lesson—Command: For marching—**About—Face!** Same as (d) above.
- Command: **To your seats—March!** Same as (e) above, except that the pupils go to their regular seats. If the seats are stationary the pupils sit down immediately.
- Command: **Into the aisle—Step!** Same as (f) above.
- Command: **Seats lower—1!** Pupils take hold of seats; **2!** Pupils bend forward, pushing down the seat; **3!** Pupils stand erect.
- Command: **Sit!** Pupils place the corresponding foot under the desk, and sit as before the lesson.

FIRST GRADE—FIRST HALF.

Pupils of this grade will stand beside their seats, changing only when absolutely necessary.

The exercises in the first five lessons are to be given by command, without counting. The simple exercises may be executed in rhythmic succession, but every movement should be designated by the term which stands for it; as, Raise! Lower! Bend! Stretch! etc., instead of one! two!

Show each exercise, but do not neglect to give each exercise its correct name.

LESSON I.

1. Show pupils how to stand correctly.

NOTE.—Frequently, during the lessons, refer to correct position.

Hands for clapping—Raise!

2. Clap hands (several times).

Hands—Down!

Arms forward—Raise!

3. Shake hands! (The movement is only at the wrist.)

Arms—Lower!

Arms sidw.—Raise!

4. Shake hands, as in 3.

Hands on hips—Place!

NOTE.—Teach this position correctly, and see that it is maintained throughout.

5. Trunk forward—Bend! Straighten! (several times).

NOTE.—At first bend but slightly, then gradually increase the bending in subsequent lessons.

6. Knees—Bend! Straighten! (several times).

NOTE.—Pupils of this grade should be taught to bend to a right angle only. It is not necessary to raise the heels, but the body must remain erect.

Hands—Down!

Hands backw.—Grasp!

7. **Mark time—March! Halt!**

8. Breathing exercise.

LESSON II.

1. **Left arm sidw.—Raise!** The left hand—Shake!

Raise right and lower left arm—Shake right hand!

Change several times.

Arm—Lower!

2. Arms forw.—Raise! Clap! Lower! (6-8 times).

Hands on hips—Place!

3. Shoulders—Raise! Lower! (6-8 times).

4. Trunk forw.—Bend! Straighten (4-6 times).

Hands backw.—Grasp!

5. Heels—Raise! Lower! (6-8 times).

6. Knees—Bend! Straighten! (4-6 times).

Hands for clapping—Raise!

7. Mark time and clap hands—March! Halt!

8. Breathing exercise.

LESSON III.

1. **Arms forw.—Raise!** Close and open hands—Close! Open! (10-12 times). Arms—Lower!

2. Arms forw.—Raise! Lower! (8-10 times).

Hands backw.—Grasp!

3. Head to the left—Turn! Front! (6-8 times).

4. Same to the right.

Hands on hips—Place!

5. Trunk forw.—Bend! Straighten! (4-6 times).
 6. Trunk sidew. to the left—Bend! Straighten! (4-6 times).
 7. Same to the right.
- Hands backw.—Grasp!**
8. Heels—Raise! Lower! (6-8 times).
 9. Knees—Bend! Straighten! (4-6 times).
 10. Mark time, and clap hands on every other count (1-3-5, etc.) March!
Halt!

NOTE.—Breathing exercises are to be a part of every lesson, although no mention is made of it in subsequent lessons.

LESSON IV.

1. **Arms outw.—Raise!** Close and open hands. While pupils are doing the exercise, have them raise arms upw., then lower forw., and finally lower to the side before giving the command to stop.
 2. Arms in front—Fold! Behind—Fold! (Repeat several times, stopping with the arms folded behind.)
 3. Head forw.—Lower! Raise! (4-6 times).
 4. Head backw.—Lower! Raise! (4-6 times).
- Hands on hips—Place!**
5. Trunk forw.—Bend! Straighten! (4-6 times).
 6. Trunk sidew.—Bend! Straighten! (several times to the left, then to the right).
 7. Feet—Close! (bring feet together); Open! (turn feet outward), (8-10 times).
 8. Knees—Bend! Straighten! (4-6 times).
 9. Mark time and clap hands on the first of four counts—March!

NOTE.—In the subsequent lessons directions for repetitions are omitted.

LESSON V.

1. Arms outward—Raise! Lower!
Hands on hips—Place!
2. Stretch arms downw.—Stretch! On hips—Place!
3. Arms forw.—Fold! Backw.—Fold!
Arms—Lower!
Hands on hips—Place!
4. Trunk backw.—Bend! Straighten!
(Make a distinct pause after each movement; show the exercise repeatedly.)
5. Trunk forw.—Bend! Straighten!
6. Trunk sidew.—left—Bend! Straighten.
7. Same, right.
8. Left heel—Raise! Lower!
Same, right. After some practice: Raise left heel, lower left and raise right at same time, and continue.
Com.: Left heel—Raise! Lower left and raise right—Change! Continue—Left! Right! Left!—Right! etc.
9. Mark time and clap hands on the first of eight counts.

LESSON VI.

1. Arms forw., upw.—Raise! Close and open hands! Lower sidew. and continue hand exercise! Lower to side and stop.
2. Arms forw. upw.—Raise! Lower forw. down! Begin—1-2!
Hands backw.—Grasp!
3. Head sidew. left—Lower! Raise! Begin—1-2!
4. Same, right!

Hands on hips—Place!

5. Trunk forw.—Bend! Straighten! Begin—1-2!
 6. Trunk backw.—Bend! Straighten!
 7. Trunk to the left—Turn! Front! Begin—1-2!
 8. Same, right! Begin—1-2!
- Hands backw.—Grasp!**
9. Feet—Close! Open! Begin—1-2!
 10. Knees—Bend! Straighten! Begin—1-2!
 11. Mark time and clap on every *left* step—March! Halt!

NOTE.—Pupils should now begin to keep step, so that the clapping will be simultaneous with the movement of the left foot.

LESSON VII.

1. To the left—Turn! To the front—Turn!
To the right—Turn! To the front—Turn!
 2. Arms sidew. upw.—Raise Arms—Lower! Begin—1-2!
NOTE.—Clapping hands will facilitate the teaching of this exercise.
- Hands backw.—Grasp!**
3. Head forw.—Lower! Raise! Begin—1-2!
 4. Head backw.—Lower! Raise! Begin—1-2!
Arms forw.—Fold!
 5. Trunk forw.—Bend! Straighten! Begin—1-2!
Arms backw.—Fold!
 6. Trunk backw.—Bend! Straighten! Begin—1-2!
Hands on hips—Place!
 7. Trunk to the left—Turn! Front! Begin—1-2!
 8. Same, right! Begin—1-2!
NOTE.—Explain difference between turning as in 1, and turning the body only.
 9. Raise left heel—1! Lower left and raise right—2! Begin—left!
right! or 1-2!
 10. Mark time and clap four counts, then four counts without clapping—
March! Halt!

LESSON VIII.

Preliminary to the lesson repeat facing of the foregoing lesson.

1. Hands on hips—Place! Down! Begin—1-2!
Hands on hips—Place!
2. Stretch arms forw. and clap hands—Clap! On hips—Place! Begin—1-2!
3. Head to the left—Turn! Front! Begin—1-2!
4. Same, right! Begin—1-2!
Arms backw.—Fold!
5. Trunk backw.—Bend! Straighten!
Arms forw.—Fold!
6. Trunk forw.—Bend! Straighten! Begin—1-2!
Hands backw.—Grasp!
7. Heels—Raise! Lower! Begin—1-2!
Hands on hips—Place!
8. Trunk sidew. left—Bend! Straighten! Begin 1-2!
9. Same, right! Begin—1-2!
10. Knees—Bend! Straighten! Begin—1-2!
11. Mark time, and clap hands on first of eight counts.

LESSON IX.

Repeat facings of Lesson VII.

1. Hands on shoulders—Place! Down! Begin—1-2!

- Arms sidew.—Raise!**
2. Hands under shoulders—Place! Sidew.—Stretch! Begin—1-2!
Hands backw.—Grasp!
 3. Head sidew. left—Lower! Raise! Begin—1-2!
 4. Same, right! Begin—1-2!
Arms forw.—Fold!
 5. Trunk backw.—Bend! Straighten!
 6. Same, forw.! Begin—1-2!
Arms forw.—Fold!
 7. Trunk to the left—Turn! Front! Begin—1-2!
 8. Same, to the right! Begin—1-2!
 9. Raise left heel! Begin—1-2!
 10. Same, right! Begin—1-2!
 11. Heels—Raise! Lower! Begin—1-2!
 12. Mark time, and turn to the left on the first of four counts. Repeat four times, or until pupils are facing front.

LESSON X.

- Drill on facings.
1. Raise left arm forw. upw.—1! Lower left and raise right arm—2!
Change! Change! Begin—1-2!
Arm—Lower!
 2. Arms inw.—Bend! Lower! Begin 1-2!
Hands backw.—Grasp!
 3. Lower head forw.—1! Raise—2! Begin—1-2!
 4. Same, backw.! Begin—1-2!
Hands on hips—Place!
 5. Trunk backw.—Bend! Straighten!
 6. Same, forw.! Begin—1-2!
 7. Same, sidew., left! Begin—1-2!
 8. Same, right! Begin—1-2!
Hands backw.—Grasp!
 9. Bend knees—1! Straighten—2! Begin—1-2!
 10. Mark time, and turn to the right on the *last* of four counts. Repeat as in Lesson IX.

FIRST GRADE—SECOND HALF.

SECOND GRADE—FIRST HALF.

LESSON XI.

1. To the left—Turn! Left—Turn! Left—Turn! Left—Turn!
2. Raise arms forw. and clap—1! Lower—2! Begin—1-2!
3. Raise arms sidew.—1! Lower—2! Begin—1-2!
Hands backw.—Grasp!
4. Turn head left—1! Front—2! Begin—1-2!
5. Same, right! Begin—1-2!
Arms backw.—Fold!
6. Bend trunk backw.—1! Straighten—2! Begin—1-2!
Arms forw.—Fold!
7. Bend trunk forw.—1! Straighten—2! Begin—1-2!
8. Raise left heel—1! Lower left and raise right—2! Alternate! Begin—1-2!
Hands on hips—Place!
9. Bend trunk sidew. left—1! Straighten—2! Begin—1-2!
10. Same, right! Begin—1-2!
11. Bend knees—1! Straighten—2! Begin—1-2!

12. Mark time, and clap hands on the first, third, fifth, sixth and seventh of eight counts. (Drum beat.)

NOTE.—In the following lessons, the return movements, the command to "Begin," and the counts are omitted, it being presumed that the teachers will have acquired the habit of giving the commands properly. Only the first movement of an exercise will be given, the return movement being always understood.

LESSON XII.

1. Facings as in Lesson XI, but to the right.
2. Raise arms forw. upw.
Arms inw.—Bend!
3. Throw arms outw.
Hands backw.—Grasp!
4. Lower head backw.
Hands on hips—Place!
5. Bend trunk backw.
6. Same, forw.
7. Bend knees.
Arms backw.—Fold!
8. Turn trunk to the left.
9. Same, right!
10. Raise left leg forw.
11. Same, right.
12. Mark time as in Lesson XI.

NOTE.—In the subsequent lessons facings are not mentioned, but teachers will drill on those already given. The second grade will take in addition: To the rear—Right about—Turn! Left about—Turn!

LESSON XIII.

1. Raise arms outw.
Hands on shoulders—Place!
2. Stretch arms upw.
Hands on hips—Place!
3. Lower head forw.
4. Bend trunk backw.
5. Same, forw.
Hands backw.—Grasp!
6. Raise left leg forw.
7. Same, right.
Arms backw.—Fold!
8. Bend trunk sidew.—left.
9. Same, right.
10. Raise left and right heels alternately.
11. Skip around the room. First line begin—Skip!

LESSON XIV.

1. Raise arms forw. upw.
Arms outw.—Raise!
2. Move arms up and down (Flying movement). Count rapidly.
Hands on hips—Place!
3. Lower head to the left.
4. Same, right.
Arms backw.—Fold!
5. Bend trunk backw.

Arms forw.—Fold!

6. Bend trunk forw.
7. Raise heels.
Hands on hips—Place!
8. Turn trunk to the left.
9. Same, right.
10. Raise left knee forw.
11. Same, right.
12. Skip as in Lesson XIII, but with swinging arms as in second exercise of this lesson.

LESSON XV.

1. Raise arms sidew. upw. and clap hands overh.
Hands on shoulders—Place!
2. Throw arms sidew.
Hands backw.—Grasp!
3. Turn head to the left.
4. Same, right.
Hands on hips—Place!
5. Bend trunk backw.
6. Same, forw.
7. Raise left knee forw.
8. Same, right.
Arms backw.—Fold!
9. Bend trunk sidew.—left.
10. Same, right.
11. Raise left leg sidew.
12. Same, right.
13. Mark time, and face to the left on the first of every four counts.
After some practice, clap hands while facing to the sides.

LESSON XVI.

1. Raise arms forw.
2. Raise arms outw.
Hands backw.—Grasp!
3. Lower head forw.
4. Turn trunk to the left.
5. Same, right.
Arms upw.—Bend!
6. Stretch arms upw. After some practice add raising heels.
Hands on hips—Place!
7. Bend trunk backw.
8. Same, forw.
Hands—Down!
9. Raise left knee and left arm forw.
10. Same, right.
11. March as in Lesson XV, but turn to the right on fourth count.

LESSON XVII.

1. Raise arms forw. upw.
2. Raise arms sidew. upw. and clap hands overh.
Hands backw.—Grasp!
3. Lower head backw.
4. Bend trunk forw.
Hands on hips—Place!
5. Bend trunk backw.
6. Bend knees and clap hands.

- Arms backw.—Fold!**
7. Bend trunk sidew.—left.
 8. Same, right.
Hands on shoulders—Place!
 9. Raise left heel and stretch left arm upw.
 10. Same, right.
 11. Alternate, right going up when left is lowered.
Hands—Down!
 12. March three steps forw. (4 counts). Com.: **Right about—Turn!**
Repeat.

LESSON XVIII.

1. Hands on shoulders! (as an exercise).
2. Raise shoulders and place hands under same.
Arms backw.—Fold!
3. Lower head backw.
4. Bend trunk backw.
Arms forw.—Fold!
5. Bend trunk forw.
Arms—Down!
6. Bend knees and raise arms forw.
Hands backw.—Grasp!
7. Turn trunk to the left.
8. Same, right.
9. Raise left leg forw., and (after some practice) raise arms forw.
10. Same, right.
11. Mark time 4 steps, then march forw. as in Lesson XVII, stopping on the eighth count.

LESSON XIX.

- Hands on shoulders—Place!**
1. Stretch arms upw.
Hands—Down!
 2. Raise arms sidew.
Hands backw.—Grasp!
 3. Lower head sidew.—left.
 4. Same, right.
Hands on hips—Place!
 5. Bend trunk backw.
 6. Same, forw.
Raise heels and the arms sidew.—Raise!
 7. Swing arms up and down and move heels up and down. (Heels are not to touch the floor.)
In position—Stand!
Hands on hips—Place!
 8. Bend trunk sidew.—left.
 9. Same, right.
Hands—Down!
 10. Bend knees and raise arms forw.
 11. Repeat marching exercise in Lesson XVIII, but take four steps for the turning and stop on 12.

LESSON XX.

1. Raise arms forw. upw.
2. Raise arms sidew. upw.
Hands on shoulders—Place!
3. Turn head to the left and throw the left hand sidew.
4. Same, right.

- Hands on hips—Place!**
5. Bend trunk forw.
 6. Same, backw.
Arms inw.—Bend!
 7. Bend knees and throw arms sidew.
Hands backw.—Grasp!
 8. Turn trunk to the left.
 9. Same, to the right.
 10. Raise left leg sidew. } After some practice add: Raise arms sidew.
 11. Same, right. }
 12. March as in the foregoing lesson, but make the exercise continuous until pupils are in their original places. 24 counts in all.

SECOND GRADE—SECOND HALF.

NOTE.—In the following ten lessons the exercises are chiefly in four counts. It will be well to give the command for each movement separately, although in Lessons XXII to XXX, inclusive, these commands are omitted.

LESSON XXI.

1. Raise arms forw.—1! Lower—2! Raise arms sidew.—3! Lower—4!
Begin—1-2-3-4!
Hands backw.—Grasp!
2. Turn head to the left—1! Front—2! To the right—3! Front—4!
Begin—1-2-3-4!
Hands on hips—Place!
3. Bend trunk forw.—1! Straighten—2! Bend backw.—3! Straighten—4!
Begin—1-2-3-4!
Hands on shoulders—Place!
4. Stretch arms upw. and raise heels—1! Hands on shoulders and lower heels—2! Begin—1-2!
Hands on hips—Place!
5. Bend trunk sidew. left—1! Straighten—2! Bend to the right—3! Straighten—4! Begin—1-2-3-4!
6. Raise left knee—1! Lower—2! Raise right knee—3! Lower—4!
Begin—1-2-3-4!
Hands—Down!
7. Same, with raising arms forw. Begin—1-2-3-4!
8. Repeat marching exercise of Lesson XX, but clap hands four times while marking time.

LESSON XXII.

- Hands on hips—Place!**
1. Stretch arms forw. and sidew.
 2. Stretch arms upw. and downw.
Hands backw.—Grasp!
 3. Lower head forw. and backw.
Arms forw.—Fold!
 4. Bend trunk forw. and backw.
Hands backw.—Grasp!
 5. Raise heels and bend knees. (Alternate.)
 6. Turn trunk to the left and right.
 7. Raise left and right leg forw.
 8. Same, but also raise arms forw.
 9. March around the room and clap on the 1st, 3d, 5th, 6th and 7th of eight counts. (Drum beat.)

LESSON XXIII.

1. Raise arms forw. upw. and sidew. upw.
Hands on hips—Place!
2. Lower head sidew. left and right.
3. Bend trunk backw. and forw.
Arms sidew.—Raise!
4. Bend and straighten knees and swing arms downw. and upw. Bend knees but slightly.
NOTE.—Count quickly 1-2, or down, up, etc. The arms move the same as in the flying movement.
Hands on hips—Place!
5. Bend trunk sidew. left and right.
6. Raise left and right leg sidew.
7. Same, but also raise arms sidew.
8. Four double-steps forw., left foot leading, about face and repeat. Repeat with right foot leading.

LESSON XXIV.

1. Raise arms outw. and circle arms backw.
Arms inw.—Bend!
2. Throw left and right arm sidew.
3. Same, and turn head left and right.
Arms backw.—Fold!
4. Bend trunk forw. and backw.
5. Bend trunk sidew. left and right.
Hands—Down!
6. Raise left arm forw. upw. and raise left heel; same, right. (Alternate in 4 counts.)
Hands backw.—Grasp!
7. Raise left and right leg backw.
8. Four double steps forw. left, then four right. About face, and repeat.

LESSON XXV.

1. Raise left arm sidew. upw. (curved), right forearm across the back; same reversed. Alternate, in four counts. Also in two counts.
Hands on hips—Place!
2. Lower head sidew. left and raise left shoulder; same, right; alternate.
3. Turn trunk left and right and clap hands in front of chest. (Arms are not to be straight.)
Hands—Down!
4. Bend knees and raise arms sidew. upw. to circle overhead.
Arms forw.—Fold!
5. Bend trunk backw. and forw.
Hands backw.—Grasp!
6. Touchstep sidew. left. Same, right. Alternate.
7. Raise heels and the arms forw. upw.
8. March four steps forw. and backw.

LESSON XXVI.

- Hands on shoulders—Place!**
1. Stretch arms upw. and sidew.
 2. Stretch arms forw. and sidew.
Hands—Down!
 3. Turn head to the left and right, and point in the direction indicated.

Hands on hips—Place!

4. Bend trunk backw. and forw.
5. Raise left and right foot backw.
Arms backw.—Fold!
6. Bend trunk sidew. left and right.
7. Raise left and right foot backw. and the arms forw.
8. Odd numbered rows march four steps forw. and backw., the even rows backw. and forw. Also reverse.

LESSON XXVII.

Arms upw.—Bend!

1. Stretch arms upw. and forw.
2. Stretch arms sidew. and turn head left and right.
Hands backw.—Grasp!
3. Lower head forw. and backw.
Arms forw.—Fold!
4. Bend trunk backw. and forw.
Hands on hips—Place!
5. Raise heels and bend knees. (Alternate.)
6. Turn trunk left and right and clap hands. (Arms extended forw.)
Arms upw.—Bend!
7. Raise heels and bend knees, and stretch arms upw. and outw.
8. March as in Lesson XXVI, but without stopping on the eighth count, *i. e.*, odd numbers four steps forw., eight backw., eight forw., etc. The even numbers in the opposite direction.

LESSON XXVIII.

1. Raise arms forw.—1; upw.—2; lower forw.—3; down—4. (Successive.)
2. Lower head to the left and raise right arm sidew. upw. (curved); same opposite. (Alternate.)
Hands on hips—Place!
3. Bend trunk backw. and downw., touching toes on third count.
4. Raise heels, bend knees, straighten knees, and lower heels. (Successive.)
Arms backw.—Fold!
5. Bend trunk sidew. left and right.
6. Touchstep forw. left and right.
7. March as in Lesson XXVII, but in the forw. movement; use double step.

LESSON XXIX.

1. Raise arms forw.; swing outw., forw., and lower.
Hands backw.—Grasp!
2. Lower head forw. and backw.
3. Bend trunk backw. and forw.
Hands on hips—Place!
4. Raise left and right knee forw.
5. Turn trunk to the left and right and stretch arms forw.
6. Touchstep sidew. left and right.
7. Touchstep forw. left and right, and stretch arms forw.
8. Any of the foregoing marching exercises.

LESSON XXX.

1. Raise arms sidew.—1; upw.—2; lower sidew.—3; down—4. (Successive.)
2. Lower head backw. and raise arms sidew. upw. to a circle overhead.

- Hands on hips—Place!**
3. Bend trunk backw. and downw., touching toes on third count.
 4. Raise left and right foot backw.
 5. Same, and stretch arms forw.
Arms backw.—Fold!
 6. Bend trunk sidew. left and right.
Hands backw.—Grasp!
 7. Touchstep backw. left and right.
 8. Any of the foregoing marching exercises.

SCHOOL-ROOM GAMES.

These games were compiled by the late Miss Adelaide Spills, Assistant in the Physical Training Department.

BEAN-BAG OR PAPER-BALL.

1.

Each child has a bean-bag in the left or right hand. At a signal each begins to toss his bag upward, catching it with the same hand, continuing until signal to stop.

Later they may toss in time to the counting of the teacher.

2.

Several bags are thrown at random by the teacher; those who catch the bags return them, and the game continues.

3.

The above may be played by having those who catch the bags form a line in front, and each in order throwing his bag at random; then the next group; this continues.

4.

The teacher throws one bag, at the same time calling the name of a child, who stands quickly, tries to catch it, and returns it to her.

Later, if he is successful in catching, he may come to the front and call the name of one of his classmates, and toss. When the bag is not caught, it is returned to the teacher.

5.

Each child in the first section has a bag. At a signal he hands it to the one in the second section, he to the next, and so on, until it has reached the last section, when it is returned in the same manner to the first. The row getting it to the first section first, wins.

In all games of passing the bag or ball, both hands must be used.

6.

The same game may be played by having the bags started, one from each front desk and passed backward, by having the class face the aisle and pass sideward, or remain facing front and pass overhead, with both hands.

7.

With the class facing front and a bag on each front desk, at a signal the bags are passed back. When the last child in each section gets it, he runs forward, places it on the front desk, and returns to his seat.

That section of which the last child gets back first, wins.

8.

The first child in each section, with the bag in the left hand, stands in the right aisle, facing the rear wall. At signal they run back, touch the wall, return down the same aisle, giving the bag to the second, who starts off quickly, and gives it to the third, etc. When the last one gets it, he touches the wall and runs to the front, giving it to the first.

Since each section is playing independently, the line getting the bag to the front desk first, wins.

9.

There are as many bags on each front desk as there are desks in the section. The first child in each section stands. At signal to begin, they place one bag on each desk, taking only one at a time. The first one through, is winner.

Number two of each section stands. At signal, they begin to collect the bags, going to the last desk first and bringing that bag to the first desk, thus only one at a time.

Number three distributes them, and so on.

10.

A basket or bucket is placed on the front floor, or a circle, about two feet in diameter, may be drawn on the floor. Each child has a bean-bag, and in turn, standing at a specified distance from the circle, tries to throw his bag into it. After all have finished, each will be interested to know where his bag is.

11.

A hoop is suspended from the ceiling or the frame of the ante-room door at a convenient height. Each in turn, passes to a place marked by the teacher and tries to throw the bag through the hoop. A boy stands on the other side of the hoop to catch the bag and toss it to the one next in turn.

In this and the preceding game, as the throwing becomes more accurate, the distance is increased, and both the left and right hands are to be used.

12.

The class is arranged in a circle around the room; each child has a bag. The teacher decides upon the number of times the bag is to be tossed upward, by the left or right hand, and at signal each begins to toss. The one finishing first without having dropped the bag, wins.

13.

A number of bags are placed on the front desk of each section. The first child in the section stands, and at the signal, places one bag on the last desk in its row, returns for the next and carries it to the same desk, and so on, until all the bags are on the last desk; then the child returns to his own place. The first through, is winner.

The second one starts from the last desk and carries the bags to the first. Continue until all have had a turn.

RUNNING AND JUMPING.

1.

The class rises and assumes the correct standing position, with lips closed. Hands may be on the hips. The first section starts to run around the room, the others following. Later the class may clap in time with the running. The running is done on the balls of the feet.

N. B.—In all games where the entire class is actively engaged, the room should be well ventilated.

2.

A string is attached to the wall, at an average height for the tallest and smallest in the class, and is held horizontally by the teacher.

The class stands in correct position, facing the rear wall. The last section starts to run. Each child reaching the string jumps and tries to touch it, with left or right hand, returning to his desk and sitting in order.

There should be a distance of six or eight feet between those running, to allow for the time consumed while jumping.

3.

Place two light, movable boxes (or books or slates on end) on the floor, and across these a stick. The class stands in position. The pupils, by sections, start to run around the room, jumping over the stick with left, right, or both feet, returning to their desks. This may also be done hopping on one foot.

4.

The above may be played by having the class jump over a jumping-rope, held by two children.

5.

A. The class, in a good standing position, raises left or right foot backward, holding it with the hand on the same side. Standing on the ball of the other foot, they hop in place—in time to the counting of the teacher. Later they hop, without holding the foot, a fixed number of times on each foot, changing quickly.

B. With imaginary rope, and raising both feet backward at once, alighting on the balls of the feet, while they are jumping in place.

C. Raising the left and right foot backward (flexing the leg), alternately, while they are running in place.

6.

Place a number of erasers, ten or twelve, on the floor, parallel and about one foot apart.

Each child in turn passes to the erasers, hops over them on one foot without lowering the other, and returns to his desk.

The game may be a "contest," the successful ones remaining in the game, the last one up being the winner.

7.

The above may be played by having the first child place the erasers on the floor in position, without lowering the other foot. The second child will hop over one, pick it up, then over the next and pick it up, until he has them all, keeping the foot raised.

8.

All stand in position, facing the side of the room. At the first signal, each places one hand on the edge of his desk and the other on the edge of the desk behind. At the second signal they jump over the seat, alighting on the balls of the feet.

Signal, all turn and repeat

9.

Vary the above, by having the last section run to the rear and around to the desk in the first section directly across from his own. This continues until each is at his own desk.

10.

The class forms a line across the rear of the room, holding out one hand. One is the tagger, who touches the outheld hands along the line and finally tags the hand of a child behind an aisle, and runs. The one tagged must catch him before he reaches the front floor. If caught, he either goes to his desk, or remains on front floor, and is out of the game. If he is not caught, he has another turn—then the other child is out. This may be played by having the girls at one end of the line, the boys at the other, and have two taggers.

11.

Two children step to the front of the room, and grasping right hands stand in stride position, the right feet touching. At the signal, both pull, each trying to move the other from his place.

12.

Two children grasp right hands, stand on right foot, with left foot raised backward. Both pull; the one succeeding in pulling his opponent over is the winner.

13.

First two children step to front of the room, take hold of a wand with both hands, right hand forward. Stand in stride position, right feet almost touching. At signal, both pull to see who can move the other.

14.

The same game may be played by pushing the opponent away instead of pulling.

ALERTNESS.

1.

Pupils in the correct position, at signal stand in the left or right aisle. Another signal, and all sit.

As the alertness increases, the correct standing position should be insisted upon.

2.

a. All are sitting on the right side of the desk. At signal, each child stands, and quickly sits in the seat in front of his. At signal, they return.
b. Repeat this on the left side.

c. Sitting in the center of the desk, at command they sit quickly in the seat on the left or right side, as specified.

Be sure that all the seats are down.

3.

In all running games, those who are not running must keep their feet under the center of the desk, and the runner must pass up and down the aisle designated by the teacher: thus,—

At signal, the first row across the room stands in the right aisle, facing the rear; another signal, and they run back, touch the rear wall and return down the same aisle. Second row repeats. Another time this is played in the aisle to the left. Each row has had a winner.

4.

The above may be played by the rows across the room running, but each section playing independently, the second pupil starting when the first reaches his seat, and so on. In this the section wins.

5.

The class is seated in the center of the seats. The first row stands facing front. At signal, they run around the front desks to their own desks. At signal, the second row runs, and so on—each row having had a winner.

6.

The above may be played by making a complete circuit of the section, each arriving at his desk down the same aisle in which he left it.

7.

In this game, all the seats, including the front ones, are down, and a child in each last seat. At signal, these last pupils stand, in left or right aisle. At a second signal, they run to the front seat. The first one there, wins. Signal, and the class stands; signal, they move back one desk and sit, the last child always going to the last seat. This is continued until each has run and is in his place again.

8.

"Musical Desk."

All the seats are turned down. As many sections as possible are filled, and a child on the front seat.

The odd-numbered sections stand, the front seat is raised and is not counted; thus there is one child more than there are seats in the section. At signal, each line runs around its section, continuing to do so until signaled to stop, when each sits quickly, not necessarily in his own desk, but someone is left in each row. They stand in front floor. The even-numbered rows then play, and the game continues. At last, all the losers may play alone—thus finding the least alert. They then return to their own desk.

9.

Beginning with the third game, those that follow—the eighth, inclusive—may be played, hopping on the ball of the left or right foot, instead of running.

10.

"Stoop."

In this game the children must respond to the command given, and not to what the teacher does. She simply says, "Stoop," "Stand," and does as the class does; finally she may say, "Stoop"—she herself standing. Those who imitated her movement are caught.

11.

One boy or girl is sent from the room. The class stands—each child moving about in his own little place, for relaxation, taking some movement, such as stretching, rising on toes, shaking hands. They may whisper.

At first, the teacher may suggest some movements for each section; all are in good spirits; suddenly the door opens, the child returns, and all must be in order; the last, in order, is the next to go out, or the one who was out deciding who is to be the next.

MISCELLANEOUS.

"Snow Ball."

The class stands; one half faces the other. At signal, all stoop, gather imaginary snow (do not touch the floor). Signal, all stand and, with energy, make a nice ball. Signal, the ball is thrown.

All may throw at a snow man drawn on the front board.

Book on Head."

The class standing, with correct position of the head and a book on the same, walks around the room in order. The line returning with the greatest number of books in place (without having touched it) is the winner.

"Drop the 'Kerchief."

The class is sitting in the center of the seats. One child running around the room drops the 'kerchief on some child's desk, who must catch him before he reaches his desk. If not caught, he has another turn.

"Follow My Leader."

With the class standing, and a good leader, they begin to march around the room, imitating him. He may take arm movements,—hop, clap, sing,—anything. The changes occur quickly, and inattention sends a child to his desk.

"Swinging."

The class stands, moves backward until there is forearm distance between them. With the right foot forward, and both hands holding the ropes of an imaginary swing containing someone, they push in time to the counting of the teacher; finally it stops.

Imagining a heavier person to be in the swing, they push harder, moving the body more, bending the knees alternately. Finally, at a signal, they run under the swing to their desks.

"Floating Feather."

The class is divided into groups, each of which forms a circle in some part of the room. One in each circle starts a feather into the air. Each child endeavors to keep it up, but must not leave his place. The first feather to the floor makes its circle the loser. The windows have been opened and the room well ventilated.

"Birds."

Each section assumes the name of a bird. When the teacher calls for one—say the robin—the robins fly around the room; the boys may imitate his call.

This continues until all have been out.

"Rope and Ring."

This game is to teach the children the control of the hands, when moving in opposition.

The class is arranged in a circle, standing almost shoulder to shoulder, with both hands on a rope or strong twine. One child is in the center. Somewhere on the rope is a ring. At a signal, all begin to move both hands on the rope; the ring is then on its way around, the child in the center trying to locate it. If he is successful, the one who had it takes his place in the center.

"The Band."

The class marches around the room, following a good captain. The girls sing a chosen song, while the boys represent the band and are playing imaginary instruments, thus: the drum-beat, fife, horn, and others, but following the melody of the song.

"Seasons."

After a lesson on one of the seasons, a few moments of relaxation will be enjoyed, particularly if the sports of the season are brought out. The following are suggestions for fall:

In the fall we go to the woods, running around the room until we reach our desks—the woods. On the way, we crossed a small stream, jumping across it—a stick placed on two boxes.

We gather nuts—all stooping; or at signal, we jump for the nuts on the trees. The leaves are cleared away; at signal, all stoop, and gather the leaves. Another signal, they are thrown to one side. This is repeated several times.

Then there is a game (call it "Leap Frog"), but play the game of jumping over the seats, given on a former page; or play the "Winds," given below—jump an imaginary rope. We then walk home—singing on the way—and someone closing the windows.

"The Wind."

This is to be used for an opportunity to ventilate the room, expand the lungs, and to relax.

The class stands, each representing a good, strong, tall tree, with strong branches (outstretched arms), twigs (the fingers). Finally, the little twigs move; next, the top of the tree (head); then the branches move up and down; now, the whole tree is bending (trunk bending and turning). During all this the wind has been blowing and getting louder (inhale through the nostrils and exhale between the partly-open lips). Finally, the wind is more gentle, and the movements gradually stop in turn, ending with the little movements of the twigs.

"Cat and Mouse."

Arrange children in a circle, with hands grasped. Two players are chosen—one, the cat outside, and one the mouse, in the center of the ring. One says, "I am the cat;" the other, "I am the mouse." The cat: "I will catch you;" the mouse, "You can't do it." Whereupon both run, the cat trying to catch the mouse, running up and down the aisles or in and out of the circle.

If the room is too small to form a circle, all remain seated. The cat and mouse are selected, and run up and down the aisles until the mouse is caught. The next two children then take their places.

The following list is given as additional material for use in the school-room and as adjuncts to the games:

Miss Eleanor Smith: "Songs, Vol. II," "Fly, little bird" (page 40) might be used with our "Bird" game.

"Come, little leaves" (page 21) may be sung with the gathering of the leaves in the fall.

"I put my right hand in" (page 47, Vol. II).

"Dancing Song" (page 45, Vol. II).

"Daffy-down-dilly" (page 82, Vol. II).

In Miss Beebe's book of "School-Room Plays:"

"Washing Day."

"Ironing Day."

"Here's a little Kittie."

"Swinging 'neath the Apple Tree" (Barrows) may be used with the "Swinging" game, by having half of the class sing.

"Kinderlied und Kinderspiel."

"Gymnastic Stories and Plays," by Rebecca Stonerod.

THIRD GRADE—FIRST HALF.

NOTE.—The preliminary exercises, which are to precede every lesson, may consist of the different facings, arm positions, a step forw., backw. or sidew.

A breathing exercise should terminate every lesson, if the air in the room is pure.

Frequently call attention to correct standing.

Arrange the pupils according to size and sex.

After the first lesson, the commands are not given in full. The movements are only indicated. The teacher, however, must give the commands for each movement separately, as shown in the first lesson.

LESSON I.

1. Raise arms forw.—1! Lower—2! Raise arms outw.—3! Lower—4!
Begin—1-2-3-4!
Arms inw.—Bend!
2. Throw left arm sidew. and turn head to the left—1! Return—2!
Same, to the right—3! Return—4! Begin—1-2-3-4!
Hands on hips—Place!
3. Bend trunk backw.—1! Straighten—2! Bend trunk forw.—3!
Straighten—4! Begin—1-2-3-4!
Hands backw.—Grasp!
4. Raise heels—1! Lower—2! Bend knees—3! Straighten—4! Begin—1-2-3-4!
Hands on hips—Place!
5. Bend trunk sidew. to the left—1! Straighten—2! Same, to the right—3! Straighten—4! Begin—1-2-3-4!
6. Touchstep forw. left—1! Return—2! Same, right—3! Return—4!
Begin—1-2-3-4!
7. Touchstep sidew. left—1! Return—2! Same, right—3! Return—4!
Begin—1-2-3-4!
8. Raise arms forw. and raise heels—1! Lower—2! Raise arms sidew. and bend knees—3! Return—4! Begin—1-2-3-4!

LESSON II.

1. Raise arms forw. upw. and sidew. upw. (alternately).
Arms to strike—Raise!
2. Strike sidew. left and right and turn head left and right.
Arms forw.—Fold!
3. Bend trunk backw. and forw.
Hands backw.—Grasp!
4. Raise left and right foot backw.
5. Turn trunk left and right.
6. Raise arms forw. and touchstep forw. left and right.
7. Same, sidew.
8. Raise arms forw. upw. and raise left and right foot backw.

NOTE.—As time permits, take some of the marching exercises given on pages 15 and 16, including the "Double step" and the "Treble step."

LESSON III.

Hands on hips—Place!

1. Stretch arms forw. and sidew.
2. Same, upw. and downw., and bend head backw. on the first count.
Arms backw.—Fold!
3. Bend trunk backw. and forw.

Hands backw.—Grasp!

4. Raise left and right knee forw.
 5. Bend trunk sidw. left and right.
 6. Touchstep backw. left and right.
- Hands on hips—Place!**
7. Stretch arms forw. and sidw. with touchstep forw. and sidw. with left foot.
 8. Same, with right foot.

LESSON IV.

Hands on hips—Place!

1. Stretch left arm upw., right downw, and reverse.
 2. Stretch left arm sidw., right forw., and reverse, turning head sidw. left and right.
 3. Bend trunk backw. and downw., touching the toes on the third count.
- Hands—Down!**
4. Raise arms forw. upw. and touchstep backw. left and right.
 5. Turn trunk left and right and clap hands in front of chest on first and third count.
- Hands on hips—Place!**
6. Stretch arms forw. and raise left and right knee.
 7. Stretch arms upw. and raise left and right foot backw.
 8. Stretch arms sidw. and touchstep sidw.

LESSON V.

Hands on shoulders—Place!

1. Stretch arms forw. and sidw.
 2. Stretch arms downw. and upw.
- Hands on hips—Place!**
3. Bend trunk backw. and forw., with bending arms inw. on third count.
 4. Raise heels and bend knees (alternately).
 5. Bend trunk sidw. left and right and raise the right and left hand (opposite from the bending) to a semi-circle overhead.
- Hands backw.—Grasp!**
6. Raise left and right leg forw.
 7. Same, sidw.
- Hands on shoulders—Place!**
8. Stretch arms upw. and sidw. with raising heels and bending knees.

LESSON VI.

Arms to strike—Raise!

1. Strike left and right arm sidw. (alternately). Also both. Also alternating in two counts.
- Arms inw.—Bend!**
2. Throw both arms sidw. and turn head sidw. left and right.
- Hands on hips—Place!**
3. Bend trunk backw. and forw. and bend arms inw. on first and third counts.
 4. Raise left and right leg backw.
 5. Turn trunk left and right and clap hands in front of chest.
- Arms to strike—Raise!**
6. Strike sidw. left and right with raising left and right leg sidw.
- Hands—Down!**
7. Bend arms inw.—1! Throw outw.—2! Ret. to pos.—3-4!
 8. Same, but raise heels on first, and bend knees on second counts.

LESSON VII.

- Arms to thrust—Bend!**
1. Thrust arms forw. and sidew.
 2. Thrust arms upw. and downw.
- Arms—Down!**
3. Bend trunk backw. and fold arms backw., then bend forw. and fold arms forw.
 4. Bend arms inw. and raise heels—1! Throw sidew. and bend knees—2! Ret. to pos.—3-4!
 5. Bend trunk sidew. left and right and raise right and left arm to semi-circle overhead.
- Arms to thrust—Bend!**
6. Thrust arms forw. and raise left and right leg forw.
 7. Same, sidew.
 8. Thrust upw. and raise left and right leg backw.

LESSON VIII.

1. Raise arms forw.—1! Swing arms sidew.—2! Ret. to pos.—3-4!
(Clap hands on third count.)
2. Raise arms forw.—1! Swing left arm sidew. and turn head to the left—2! Ret. to pos.—3-4! Same, right.
3. Bend arms inw.—1! Bend trunk backw.—2! Ret. to pos.—3-4!
4. Same, but bend trunk forw.
Hands backw.—Grasp!
Stride pos.—left foot forw.—Place!
5. Bend and straighten left knee (two counts).
Feet—Change!
6. Same, with right knee.
In position—Stand!
7. Turn trunk left and right and clap hands in front of chest.
Stride pos.—left foot forw.—Place!
8. Raise arms forw.—1! Swing arms sidew. and bend left knee—2!
Swing arms forw. and straighten knee—3! Lower arms—4! (The foot remains forw. for repetition.)
Feet—Change!
9. Same, bending right knee.
In position—Stand!

LESSON IX.

1. Raise arms forw.—1! Raise arms upw.—2! Ret. to pos.—3-4!
2. Raise arms sidew.—1! Raise to circle overhead and lower head backw.—2! Ret. to pos.—3-4!
3. Fold arms backw.—1! Bend trunk backw.—2! Ret. to pos.—3-4!
4. Same, but fold arms and bend forw.
Stride pos.—both feet sidew. and hands on hips—Place—1-2!
5. Bend left and right knee (alternately). Also alternate in two counts.
In position—Stand!
6. Raise arms sidew.—1! Turn trunk to the left and swing right arm to the left—2! Ret. to pos.—3-4!
7. Same, opposite.
Stride pos.—both feet sidew.—Place—1-2!
8. Bend left and right knee and raise arms sidew.

LESSON X.

- Arms inw.—Bend!**
1. Throw arms sidew. and turn head left and right.
Hands—Down!
 2. Bend trunk backw. and place hands on hips; bend trunk downw. and touch toes.

Hands backw.—Grasp!

3. Stride forw. left—1! Bend left knee—2! Ret. to pos.—3-4!
4. Same, right.
5. Bend trunk sidew. left and right and raise arms to circle overhead on first and third counts.
6. Stride forw. left and bend arms inw.—1! Bend left knee and throw arms sidew.—2! Ret. to pos.—3-4!
7. Same, but stride right.
8. Stride forw. left and raise arms forw.—1! Bend left knee and raise arms upw.—2! Ret. to pos.—3-4!
9. Same, but stride right.

THIRD GRADE—SECOND HALF.

FOURTH GRADE—FIRST HALF.

See notes preceding Lesson I.

LESSON XI.

1. Raise arms forw.—1! Raise arms upw.—2! Ret. to pos.—3-4!
 2. Raise arms sidew.—1! Raise arms upw.—2! Ret. to pos.—3-4!
- Hands on hips—Place!**
3. Bend trunk backw. and forw.
 4. Stride position left—1! Bend left knee—2! Ret. to pos.—3-4! Same, right. Grade IV may alternate after some practice.
 5. Stride sidew. left—1! Bend left knee—2! Ret. to pos.—3-4! Same right. Grade IV alternate.
 6. Bend trunk sidew. left and right.
- Hands—Down!**
7. Raise arms and stride forw. left—1! Raise arms upw. and bend left knee—2! Ret. to pos.—3-4! Also with stride forw. right.
 8. Raise arms sidew. and stride sidew. left—1! Raise arms upw. and bend left knee—2! Ret. to pos.—3-4! Also with stride sidew. right.

See note following Lesson II.

LESSON XII.

1. Bend arms upw.—1! Stretch upw.—2! Ret. to pos.—3-4!
 2. Same, but stretch forw.
 3. Raise arms forw.—1! Bend trunk backw.—2! Ret. to pos.—3-4!
 4. Same, but bend forw.
- Stride pos.—both feet sidew. and arms to strike—Place!**
5. Bend left knee and strike arms sidew.—1! Straighten—2! Same, right—3-4! Also alternate in two counts.
- In position—Stand!**
6. Raise arms sidew.—1! Bend sidew. left—2! Ret. to pos.—3-4! Same, with bending to the right.
 7. Bend arms upw.—1! Stretch forw. and touchstep forw. left—2! Ret. to pos.—3-4! Also with touchstep right.
 8. Bend arms upw.—1! Stretch upw. and touchstep sidew. left—2! Ret. to pos.—3-4! Also with touchstep right.

LESSON XIII.

Hands on shoulders—Place!

1. Stretch arms forw. and sidew.
2. Stretch left arm upw., right downw., and reverse.

- Hands on hips—Place!**
3. Bend trunk obliquely forw. left and right.
 4. Bend trunk backw.—1! Straighten—2! Bend sidew. left—3! Straighten—4! Also with bending to the right.
Hands backw.—Grasp!
 5. Touchstep backw. left and right.
Hands on shoulders—Place!
 6. Stretch arms upw. and touchstep backw. left and right.
Hands—Down!
Hands on shoulders—Place!
 7. Stretch arms forw. and sidew. with raising heels and bending knees.
Hands—Down!
Hands on shoulders—Place!
 8. Stretch left arm downw., right upw., and touchstep backw. left—1! Ret. to pos.—2! Same, reversed—3-4!

LESSON XIV.

- Arms to thrust—Bend!**
1. Thrust arms forw. and sidew.
 2. Thrust arms upw. and downw.
Arms—Down!
 3. Raise arms sidew.—1! Bend trunk backw and bend arms inw.—2! Ret. to pos.—3-4!
 4. Same, but bend trunk forw.
Hands backw.—Grasp!
 5. Bendkneestep sidew. left and right.
Arms—Down!
 6. Turn trunk left and right and raise arms forw. (in the direction the body is turned).
Arms to thrust—Bend!
 7. Thrust arms forw. and sidew. and touchstep forw. and sidew. with the left foot. Also with the right foot.
 8. Touchstep backw. left and right and thrust the corresponding arm backw., the other upw.
Arms—Down!

LESSON XV.

1. Raise arms sidew. left and right.
2. Raise arms sidew. left—1! Upw.—2! Ret. to pos.—3-4!
3. Bend arms inw.—1! Bend trunk backw. and throw arms sidew.—2! Ret. to pos.—3-4!
4. Same, but bend forw.
Hands backw.—Grasp!
5. Bendkneestep backw. left and right.
6. Raise arms outw.—1! Turn trunk to the left and swing arms forw. (right to left)—2! Ret. to pos.—3-4! Also to the right.
7. Raise arms sidew. left and right and bendkneestep sidew. left and right.
8. Raise arms and bendkneestep sidew. to the left—1! Arms upw. and closestep—2! Ret. to pos.—3-4! Same, to the right.

LESSON XVI.

1. Raise arms forw. upw. and sidew. upw. (alternately.)
2. Raise arms to strike—1! Strike sidew.—2! Ret. to pos.—3-4!
Hands on hips—Place!
3. Bend trunk backw. and stretch arms upw.; bend trunk downw. and stretch arms downw.

4. Raise arms to strike—1! Strike sidw. with bendkneestep sidw. left—2! Ret. to pos.—3-4! Also with bendkneestep right.
Hands on hips—Place!
5. Turn trunk left and right and stretch arms forw.
Hands—Down!
6. Bendkneestep backw. left and right and raise arms forw. upw.
7. Same, sidw. and raise arms sidw. upw.
8. Bendkneestep backw. left and swing left arm backw., the right obliquely forw. upw.—1! Ret. to pos.—2! Same, opposite—3-4!
(See that pupils do not turn body.)

LESSON XVII.

1. Hands on shoulders—1! Stretch arms upw.—2! Ret. to pos.—3-4!
2. Same, but stretch sidw.
3. Same, but stretch forw.
Arms backw.—Fold!
4. Bend trunk obliquely forw. left and right.
5. Bend trunk obliquely backw. left and right.
6. Hands on shoulders—1! Stretch arms upw. and bendkneestep backw. left—2! Ret. to pos.—3-4! Also with the bendkneestep backw. right.
7. Same, but stretch and step sidw.
8. Hands on shoulders—1! Stretch arms forw. and raise left leg forw.—2! Ret. to pos.—3-4! Also raising right leg.

LESSON XVIII.

1. Bend arms to thrust—1! Thrust forw.—2! Ret. to pos.—3-4!
2. Same, but thrust sidw.
Hands behind neck—Place!
3. Bend trunk backw. and forw.
4. Raise heels—1! Bend knees—2! Ret. to pos.—3-4!
Hands—Down!
5. Exercise 4, with bending arms inw. and throwing sidw.
Hands behind neck—Place!
6. Bend trunk sidw. left and right.
Hands—Down!
7. Bend arms to thrust—1! Thrust arms and raise left leg forw.—2! Ret. to pos.—3-4! Also with right leg.
8. Same, but thrust arms upw. and raise left leg backw. Also with right leg.

LESSON XIX.

Hands on hips—Place! (For all exercises.)

1. Stretch arms forw. and sidw.
2. Stretch arms upw. and diagonally, right up (alternately), also left up.
3. Stretch arms forw.—1! Bend trunk backw.—2! Ret. to pos.—3-4!
4. Same, but bend downw., touching toes.
5. Bendkneestep sidw. left and right.
6. Same, backw.
7. Raise arms to circle overh.—1! Bend trunk sidw.—2! Ret. to pos.—3-4! Also bend to the right.
8. Stretch arms forw. and raise left knee—1! Ret. to pos.—2! Stretch arms upw. and raise left foot backw.—3! Ret. to pos.—4! Also with right leg.

LESSON XX.

1. Bend arms upw.—1! Stretch upw.—2! Ret. to pos.—3-4!
2. Same, but stretch sidw.
3. Same, but stretch forw.
Hands behind neck—Place!
4. Bend trunk obliquely forw. left and right.
Hands—Down!
5. Bend arms upw.—1! Bend trunk backw. and stretch arms upw.—2!
Ret. to pos.—3-4!
Hands behind neck—Place!
6. Bend trunk sidw. left and right.
Hands—Down!
7. Bend arms upw.—1! Stretch upw. and bendkneestep backw. left—2!
Ret. to pos.—3-4! Also with bendkneestep right.
8. Same, but stretch and step sidw.

FOURTH GRADE—SECOND HALF.

LESSON XXI.

1. Raise arms sidw. left—1! Raise arms upw.—2! Lower arms sidw.
right—3! Lower arms—4! Also to the right.
2. Arms to strike—1! Strike sidw.—2! Ret. to pos.—3-4!
Hands on hips—Place!
3. Bend trunk obliquely backw. left and right.
4. Same, forw.
5. Stride forw. left—1! Bend left knee—2! Ret. to pos.—3-4! Also
right.
6. Same, stepping sidw. left and right.
Hands behind neck—Place!
7. Bend trunk sidw. left and right.
Hands—Down!
Stride pos.—both feet sidw.—Place!
8. Bend left knee and raise arms sidw. left—1! Straighten knee and
raise arms upw.—2! Bend right knee and lower to the right—3!
Straighten right knee and lower arms—4! Also beginning to
the right.

LESSON XXII.

1. Raise arms forw.—1! Upw.—2! Ret. to pos.—3-4!
2. Same, sidw.
3. Bend arms inw.—1! Throw arms sidw. and bend trunk backw.—2!
Ret. to pos.—3-4!
4. Same, bending forward.
Stride pos.—both feet sidw. and arms to strike—Place!
5. Bend left and right knee and strike sidw. Also alternating in two
counts.
In position—Stand!
6. Bend arms inw.—1! Throws arms sidw. and bend trunk sidw.
left—2! Ret. to pos.—3-4! Also bending right.
7. Raise arms and stride forw. left—1! Raise arms upw. and bend left
knee—2! Ret. to pos.—3-4! Also stepping forw. right.
8. Same, but raise arms and step sidw.

LESSON XXIII.

1. Wind arms inw. and stretch forw.—1! Swing outw.—2! Ret. to
pos.—3-4!
2. Same, but stretch sidw. and raise upw.
3. Same as Exercise 1, but bend trunk backw. on second count.

4. Same, but bend trunk forw. and lower the arms.
Hands behind neck—Place!
5. Raise heels—1! Bend knees—2! Ret. to pos.—3-4!
Hands—Down!
6. Wind inw. and stretch arms sidew.—1! Bend trunk sidew.—2! Ret. to pos.—3-4! Also bending right.
7. Wind inw. stretching arms forw., and raise left leg forw.—1! Lower arms and leg—2! Same, raising right leg—3-4!
8. Same, but stretch arms and raise leg sidew.

LESSON XXIV.

Hands on hips—Place! (For all exercises.)

1. Stretch arms forw. and sidew.
2. Stretch arms diagonally, left and right.
3. Bend trunk obliquely backw. left and right.
4. Same, forw.
5. Touchstep sidew. left—1! Raise left foot inw—2! Ret. to pos.—3-4!
Also right.
6. Bend trunk sidew. left and right and raise the opposite arm to semi-circle overhead.
7. Stretch arms forw. and sidew. and raise left leg forw. and sidew. Also right leg.
8. Stretch arms diagonally, right up, and raise left leg sidew., also opposite.

LESSON XXV.

1. Bend arms upw. and stretch upw.
2. Same, but sidew.
3. Same, but forw.
4. Hands behind neck—1! Bend trunk backw.—2! Ret. to pos.—3-4!
5. Same, but bend forw.
6. Bend arms upw. and touchstep sidew. left—1! Stretch arms upw. and raise left foot inw.—2! Ret. to pos.—3-4! Also right leg.
7. Hands behind neck—1! Bend trunk sidew. left—2! Ret. to pos.—3-4!
Also bend sidew. right.
8. Bend arms upw. and touchstep backw. left—1! Stretch arms upw. and raise left foot backw.—2! Ret. to pos.—3-4! Also raise right foot.

LESSON XXVI.

1. Hands on shoulders—1! Stretch forw.—2! Ret. to pos.—3-4!
2. Same, upw.
3. Same, but throw arms sidew.
4. Raise arms sidew.—1! Bend trunk backw. and bend arms inw.—2!
Ret. to pos.—3-4!
5. Same, but bend trunk forw.
6. Raise arms sidew.—1! Bend trunk sidew. left and raise arms to circle overhead—2! Ret. to pos.—3-4! Also bend sidew. right.
7. Hands on shoulders—1! Stretch arms forw. and raise left leg forw.—2! Ret. to pos.—3-4! Also with right leg.
9. Same, but upw., raising legs backw.

LESSON XXVII.

1. Raise arms forw.—1! Swing sidew.—2! Ret. to pos.—3-4!
2. Same, but raise upw. on second count.
3. Raise arms sidew.—1! Raise upw.—2! Ret. to pos.—3-4!
Hands behind neck—Place!
4. Bend trunk backw. and forw.
5. Bend sidew. left and right.

Hands—Down!

6. Raise arms and stride forw. left—1! Swing arms sidew. and bend left knee—2! Ret. to pos.—3-4! Also stepping right.
7. Raise arms and stride sidew. left—1! Raise arms upw. and bend left knee—2! Ret. to pos.—3-4! Also stepping right.
8. Raise arms and stride forw. left.—1! Raise arms upw. to a circle overhead and bend both knees—2! Ret. to pos.—3-4! Also stepping right.

LESSON XXVIII.

Arms to thrust—Bend!

1. Thrust arms forw. and sidew.
2. Thrust arms upw. and downw.

Hands on hips—Place!

3. Bend trunk backw. and sidew. left. (Alternate.)
4. Same, forw. and sidew. right.
5. Bendkneestep sidew. left and right.
6. Same, backw.

Arms to thrust—Bend!

7. Thrust arms sidew. with bendkneestep sidew. left and right.
8. Thrust arms upw. and bendkneestep backw. left and right.

LESSON XXIX.

1. Bend arms to thrust—1! Thrust forw.—2! Ret. to pos.—3-4!
 2. Same, diagonally.
 3. Same, upw.
 4. Bend arms to thrust—1! Bend trunk backw. and thrust upw.—2! Ret. to pos.—3-4!
 5. Same, but bend forw. and thrust downw.
- Hands on hips—Place!**
6. Bendkneestep forw. left and right.
 7. Bend arms to thrust—1! Turn trunk left and thrust arms forw.—2! Ret. to pos.—3-4! Also turning right.
 8. Bend arms to thrust—1! Thrust upw. and bendkneestep backw. left—2! Ret. to pos.—3-4! Also stepping right.
 9. Bend arms to thrust—1! Thrust diagonally, right up, and bendkneestep sidew. left—2! Ret. to pos.—3-4! Also opposite.

LESSON XXX.

Arms to thrust—Bend! (For all exercises.)

1. Thrust arms forw.—1! Swing sidew. left—2! Ret. to pos.—3-4! Also to the right.
2. Thrust arms sidew.—1! Raise upw.—2! Ret. to pos.—3-4!
3. Thrust arms upw.—1! Lower forw.—2! Ret. to pos.—3-4!
4. Bend trunk backw. and forw. and thrust upw. and downw.
5. Bend trunk sidew. left and right and thrust arms sidew.
6. Thrust arms forw.—1! Swing sidew. left and bendkneestep sidew. left—2! Ret. to pos.—3-4! Also to the right.
7. Thrust arms sidew.—1! Raise upw. and bendkneestep backw.—2! Ret. to pos.—3-4! Also stepping right.
8. Thrust arms upw.—1 Lower arms forw. and bendkneestep forw. left—2! Ret. to pos.—3-4! Also stepping right.

DUMBBELLS.

The dumbbells that are used in these grades are of iron and weigh approximately one pound.

While all freehand exercises can be executed with dumbbells, some are better adapted for their use than others.

In the following series, the lessons that are not well adapted for the use of dumbbells are marked "C" (Calisthenics), while those especially prepared are marked "D" (dumbbells). Lessons marked "D" or "C" may be taken with or without the bells.

The position of the hands holding the bells is always the same as for freehand exercises.

An exercise well adapted for dumbbells, but which does not appear in the lessons, is "Arm rotation."

Teachers may insert it at will in the middle or close of the lesson. Hold the bells in any given position and turn the hand from pronation to supination, and reverse. Do not let the arms be in the same position too long, as the arms will tire quickly. Change the arm position after 8 to 12 counts.

To get the dumbbells before, and to return them after the lesson, the following routine is suggested:

Place the boxes in front of the front desks of the two outer sections; proceed as for calisthenics, but instead of every other line facing to the rear, have all face about except those in the two center aisles. The pupils in these aisles pass forward across the front of the room toward their respective boxes, take a pair of dumbbells, pass down the aisle nearest the wall, to the rear of the room, and proceed to the places assigned them for gymnastics. The other pupils follow, passing forward in the center aisles, and proceeding to their respective places.

Return the bells in the same way.

The pupils should place hands on hips as soon as they have their bells, and retain them there until directed otherwise.

FIFTH AND SIXTH GRADES.

The preliminary exercises, which are to precede every lesson may consist of the different facings, arm positions, one or more steps forw., backw., or sidew.

A breathing lesson should terminate every lesson if the air in the room is pure.

Frequently call attention to correct standing.

Arrange pupils according to size and sex.

After the first lesson the commands are not given in full, the movements are only indicated. The teacher must, however, give the commands for each movement, separately, as shown in the first lesson.

LESSON I. C.

1. Raise arms and left leg forw.—1! Pos.—2! Same, raising right leg—3! Pos.—4! Begin—1-2-3-4!
2. Raise arms and left leg sidew.—1! Pos.—2! Same, raising right leg—3! Pos.—4! Begin—1-2-3-4!

Hands on hips—Place!

3. Bend trunk backw.—1! Straighten—2! Bend trunk forw.—3! Straighten—4! Begin—1-2-3-4!

Hands—Down!

4. Raise arms forw. upw. and raise heels—1! Pos.—2! Raise arms outw. upw. and bend knees—3! Pos.—4! Begin—1-2-3-4!

Hands behind neck—Place!

5. Bend trunk sidew. left—1! Straighten—2! Bend trunk sidew. right—3! Straighten—4! Begin—1-2-3-4!

Hands—Down!

6. Raise arms forw. upw. and left leg backw.—1! Pos.—2! Same, raising right leg—3! Pos.—4! Begin—1-2-3-4!
7. Raise arms sidew. upw. and left leg inw.—1! Pos.—2! Same, raising right leg—3! Pos.—4! Begin—1-2-3-4!

LESSON II. C.

1. Raise arms forw., with touchstep forw. left and right.
2. Raise arms sidew. left and right, with touchstep sidew.
Hands behind neck—Place!
3. Bend trunk backw. and forw.
Hands—Down!
4. Raise arms forw. upw., with touchstep backw. left and right.
Hands behind neck—Place!
5. Turn trunk left and right.
Hands—Down!
6. Raise arms forw. upw., with bendkneestep backw. left and right.
7. Raise arms sidew. upw., with bendkneestep sidew. left and right.
8. Raise arms sidew. left and right, with bendkneestep sidew.

LESSON III. C.

1. Wind arms and stretch forw. with touchstep forw. left and right.
2. Same, but stretch and step sidew.
3. Same, but stretch upw. with cross-touchstep.
Hands behind neck—Place!
4. Bend trunk obliquely forw. left and right.
5. Same, backw.
Arms to strike—Raise!
6. Strike sidew. with bendkneestep sidew. left and right.
Hands—Down!
7. Bend trunk sidew. left and right and raise opposite arm to semi-circle overhead.
8. Wind arms and stretch upw. with bendkneestep backw. left and right.
9. Same, but stretch and step forw.

LESSON IV. D.

All exercises from starting position: "**Hands on hips!**"

1. Stretch arms forw. and upw. alternately.
2. Stretch arms diagonally, alternating right upw. and left upw.
3. Bend trunk forw. and backw. (Grade VI, stretch arms upw. and downw.)
Half left (right)—face!
4. Stretch arms forw. and sidew. with raising heels and bending knees. (Alternate.)
Front—face!
5. Bend trunk sidew. left and right. (Grade VI, raise opposite arm to semi-circle overhead.)
6. Stretch arms forw. and raise left and right knee forw.
7. Stretch arms upw. and raise left and right foot backw.
8. Stretch arms diag. (Ex. 2) and raise left and right leg sidew.

LESSON V. D.

All exercises, except 5, from starting position: "**Hands on hips!**"

1. Stretch arms forw. with touchstep forw. left and right.
2. Stretch arms upw. with touchstep backw. left and right.
3. Stretch arms diag. with touchstep sidw. left and right.
4. Bend trunk obliquely forw. left and right; also backw.
Stride pos.—both feet sidw. and arms to strike—Place!
5. Bend left and right knee alternately and strike sidw. left and right.
In position—Stand!
6. Bend trunk sidw., raising opposite arm to semi-circle overhead.
7. Stretch arms forw. with touchstep forw. left—1-2; stretch arms upw. with touchstep backw. left—3-4. Also with right foot.
8. Stretch arms diag. with touchstep sidw. left—1-2; stretch arms upw. with cross-touchstep left—3-4. Also with right foot.

NOTE.—Exercise 5 may also be alternated in two counts.

LESSON VI. D.

Stride pos.—left foot forw. and hands on hips—Place!

1. Bend left knee and stretch arms upw.—1-2; bend right (rear) knee and stretch arms forw.—3-4.

Feet—Change—1-2!

2. Same,—bending right and left knee. (Remaining in stride position.)
3. Bend trunk backw. and forw. (Grade VI, may stretch arms upw. when bending backw.)

Feet—Change!

4. Repeat trunk exercise.

In position—Stand!

Both feet sidw. and hands on hips—Place!

5. Bend left knee and stretch arms diag.—1-2; bend right knee and stretch arms upw.—3-4. Also opposite.
6. Bend trunk sidw. left and right and raise opposite arm to semi-circle overhead.

In position—Stand!

Hands on hips—Place!

7. Stretch left arm downw., right upw., and raise left leg backw.—1-2; same opposite—3-4.
8. Stretch arms diag., and raise left and right leg sidw.

LESSON VII. C. OR D.

Grade VI will take "Wand Exercises," page 58, lessons 1-2-3, instead of lessons 7-8-9 of this series.

1. Raise arms forw. with touchstep forw. left—1-2; raise arms and touchstep sidw. left—3-4. Same with right leg.
2. Raise arms forw. upw. with touchstep backw. left—1-2; bend arms inw. with cross-touchstep left—3-4. Same with right leg.

Hands on hips—Place!

3. Raise heels—1-2; bend trunk backw.—3-4.
4. Bend knees—1-2; bend trunk forw.—3-4.
5. Turn trunk left and right, stretching arms forw.

Hands—Down!

6. Raise arms forw. with bendkneestep forw. left and right.
7. Same, but sidw.
8. Raise arms diag. (right forw., left backw.), with bendkneestep backw. left—1-2; same, opposite—3-4.

LESSON VIII. C. OR D.

1. Raise arms forw. with bendkneestep forw. left—1-2; raise arms forw. upw. with bendkneestep backw. left—3-4. Also with right leg.
2. Raise arms sidw. with bendkneestep sidw. left—1-2; raise arms sidw. upw. and raise heels—3-4. Also with right leg. (If dumb-bells are used, raise arms forw. upw.)
Hands behind neck—Place! (With dumb-bells; on shoulders.)
3. Bend knees—1-2; bend trunk backw.—3-4.
4. Same, but bend trunk forw.
Hands—Down!
5. Raise arms sidw. left and right with bendkneestep sidw.
Hands behind neck—Place!
6. Raise heels—1-2; bend trunk sidw. left—3-4. Same,—bending sidw. right.
7. Raise arms forw. upw. and bendkneestep backw. left—1-2; raise arms sidw. upw. and bendkneestep sidw. left—3-4. Same with right leg.
8. Exercise 7 in alternate rows. Odd numbers begin with 1; even numbers begin with 3.

LESSON IX. C.

1. Raise arms forw. upw. and lunge forw. left and right.
2. Raise arms sidw. upw. and lunge sidw. left and right.
Hands behind neck—Place!
3. Bend trunk obliquely backw. left and right.
4. Same,—forw.
Hands backw.—Grasp!
5. Lunge backw. left and right. (Grade VI, raise arms forw.)
6. Bend trunk sidw. left and right, raising arms to circle overhead.
7. In alternate rows: Odd numbers, exercise 1; even numbers, exercise 2. (Grade VI may also alternate the two exercises in eight counts.)

LESSON X. C.

1. Raise arms forw. and touchstep forw. left—1-2; raise arms forw. upw. and lunge forw. left—3-4. Same with right leg.
2. Raise arms sidw. and touchstep sidw. left—1-2; raise arms sidw. upw. and lunge sidw. left—3-4. Same with right leg.
Hands on hips—Place!
3. Stretch arms forw. and touchstep forw. left—1-2; bend trunk back and stretch arms upw.—3-4. Same with touchstep right.
4. Stretch arms upw. and touchstep backw. left—1-2; bend trunk downw. and stretch arms downw. (touching toes)—3-4. Same with touchstep right.
5. Lunge backw. left and right and stretch arms forw.
6. Bend trunk sidw. left and right, and stretch arms sidw.
7. Lunge forw. left and right, and stretch arms diag.
Arms to strike—Raise!
8. Lunge sidw. left and right, and strike sidw.
Arms—Down!

LESSON XI. C.

1. Raise arms and left leg forw—1-2; raise arms forw. upw. and touchstep backw. left—3-4. Same with right leg.
2. Raise arms and left leg sidw—1-2; raise arms sidw. upw. and cross-touchstep left—3-4. Same with right leg.

Hands on hips—Place!

3. Stretch arms forw. and bend knees—1-2; bend trunk backw. and stretch arms upw.—3-4.
4. Stretch arms outw. and bend knees—1-2; bend trunk downw. and stretch arms downw. (touch toes)—3-4.

Hands—Down!

5. Raise arms forw. upw. and the left leg backw.—1-2; raise arms sidw. upw. and bendkneestep backw. left—3-4. Same with right leg.

Hands on hips—Place!

6. Stretch arms upw. and raise heels—1-2; stretch arms outw. and bend trunk sidw. left—3-4. Also bend sidw. right.

Hands—Down!

7. Raise arms diag. and left leg backw., raise arms forw. and bendkneestep forw. left—3-4. Same with right leg.
8. Raise arms diag. and the left leg sidw.—1-2; raise arms and bendkneestep sidw. left—3-4. Same,—right.

LESSON XII. D.

All exercises from starting position: "**Arms to thrust.**"

1. Thrust arms forw. and raise left and right leg forw.
2. Thrust diag. and raise left and right leg sidw.
3. Thrust forw. and bend knees—1-2; bend trunk backw. and thrust upw.—3-4.
4. Same, but bend trunk and thrust downw.
5. Thrust upw. and raise right and left leg backw.
6. Thrust upw. and raise heels—1-2; turn trunk left and thrust forw—3-4. Same,—right.
7. Thrust forw. and raise left and right knee.
8. Thrust upw. and raise left and right foot backw.

LESSON XIII. D.

All exercises from starting position: "**Arms to thrust.**"

1. Thrust forw. and touchstep forw. left and right.
 2. Thrust upw. and touchstep backw. left and right.
- Stride pos.—left foot forw.—Place!**
3. Bend trunk backw. and forw. with thrusting upw. and downw.
- Feet—Change!**
4. Repeat trunk exercise.
- In position—Stand!**
5. Thrust diag. and touchstep sidw. left and right.
- Stride pos.—both feet sidw.—Place!**
6. Turn trunk left and right and thrust arms forw.
- In position—Stand!**
7. Thrust forw. and touchstep forw. left—1-2; thrust diag. and bendkneestep sidw. left—3-4. Same with right leg.

LESSON XIV. D.

All exercises from starting position: "**Arms to thrust.**"

1. Thrust forw. and bendkneestep forw. left and right.
2. Thrust diag. and bendkneestep sidw. left and right.
3. Thrust upw. and raise heels—1-2; bend trunk backw. and thrust upw.—3-4.
4. Same, but bend and thrust downw.
5. Thrust upw. and bendkneestep backw. left and right.
6. Thrust sidw. and bend trunk sidw. left and right.

7. Thrust forw. and bendkneestep forw. left—1-2; thrust diag. and bendkneestep sidew. left—3-4. Same with right leg.
8. Thrust forw. and raise left knee—1-2; thrust upw. and bendkneestep backw. left—3-4. Same with right leg.

LESSON XV. C OR D.

Grade VI will take Wand Exercises, pages 59 and 60, lessons 4-5-6, instead of 15-16-17 of this series.

If dumb-bells are used, place hands on shoulders in Exercises 3 and 4, and in Exercise 6 raise opposite arm to semi-circle overhead, the other hand on hip. In Exercise 2, thrust diag. both times.

Arms to thrust—Bend!

1. Thrust forw. and bendkneestep forw. left—1-2; thrust upw. and lunge forw. left—3-4. Same with right leg.
2. Thrust sidew. and bendkneestep sidew. left—1-2; thrust diag. and lunge sidew. left—3-4. Same with right leg.

Stride pos.—left foot forw.—Place!

3. Bend trunk backw. and place hands behind neck—1-2; same bending forw.—3-4.

Feet—Change!

4. Repeat trunk exercise.

In position—Stand!

Arms to thrust—Bend!

5. Thrust upw. and bendkneestep backw. left—1-2; thrust forw. and lunge backw. left—3-4. Same with right leg.
6. Bend trunk sidew. left and raise arms to circle overhead.

In position—Stand!

Arms to thrust—Bend!

7. Lunge forw. left and right and thrust diag.
8. Lunge sidew. left and right and thrust diag.

LESSON XVI. C OR D.

When hands are on shoulders, give command to lower arms after each exercise.

Hands on shoulders—Place! (Starting pos. for Ex. 1-2-5-7-8.)

1. Raise left and right knee, and stretch arms forw.
2. Raise left and right foot backw., and stretch arms upw.

Stride pos.—left foot forw. and hands on hips—Place!

3. Stretch arms upw. and raise heels—1-2; bend trunk backw. and stretch arms upw.—3-4. Same,—bending forw. and stretching downw.

Feet—Change!

4. Repeat Exercise 3.

In position—Stand!

5. Stretch arms forw. and raise left knee—1-2; stretch arms upw. and raise left foot inw.—3-4. Same,—right.

Stride pos.—both feet sidew. and hands on hips—Place!

6. Bend left knee and bend trunk sidew. left—1-2; same, right—3-4.

In position—Stand!

7. Stretch arms upw. and raise heels—1-2; stretch arms outw. and bend knees—3-4. (If dumb-bells are used, command: “Half left—Face!” before beginning the exercise.)
8. Same, in alternate rows; odd numbers begin with raising heels; even, with bending knees.

LESSON XVII. C. OR D.

Stride pos.—left foot forw. and hands on shoulders—Place!

1. Stretch arms upw. and bend left knee—1-2; stretch forw. and bend right (rear) knee—3-4.

Feet—Change!

(When left foot moves backw., lower the arms and replace on shoulders when the right foot moves forw.)

2. Repeat Exercise 1.

Hands on hips—Place! (Remaining in stride position.)

3. Bend right knee and bend trunk forw.—1-2; bend left knee and bend trunk backw.—3-4.

Feet—Change!

4. Repeat Exercise 3.

In position—Stand!

Stride pos.—both feet sidw. and hands on shoulders—Place!

5. Bend left and right knee and stretch arms diag.

Hands behind neck—Place! (Remaining in stride position.)

6. Bend left and right knee and the trunk sidw. left and right.

In position—Stand!

Stride pos.—left foot forw. and hands on shoulders—Place!

7. Stretch arms upw. and raise heels—1-2; stretch arms sidw. and bend both knees—3-4.

Feet—Change!

8. Repeat Exercise 7 in alternate rows. (See previous lesson.)

In position—Stand!

LESSON XVIII. C. OR D.

Starting position for Exercises 1-2-4-6-7-8: **“Arms to thrust.”**

1. Thrust sidw. and touchstep sidw. left—1-2; thrust upw. and lunge sidw. left—3-4. Same, with right leg.
2. Thrust forw. and touchstep forw. left—1-2; thrust upw. and lunge forw. left—3-4. Same, with right leg.

Arms—Down!

3. Raise arms sidw. upw. to a circle overhead and bend trunk backw.—1-2; same forw.—3-4.
4. Thrust upw. and touchstep backw. left—1-2; thrust forw. and lunge backw. left—3-4. Same, with right leg.

Arms—Down!

5. Raise right arm to semi-circle overhead, place left hand on hip and bend trunk sidw. left—1-2; same, opposite—3-4.
6. Thrust sidw. and touchstep sidw. left—1-2; thrust diag. and lunge sidw. left—3-4. Same, with right leg.
7. Thrust forw. and touchstep forw. left—1-2; thrust diag. and lunge forw. left—3-4. Same, with right leg.
8. Thrust upw. and cross-touchstep left—1-2; thrust obliquely forw. upw. and lunge backw. left—3-4. Same, with right leg.

NOTE.—If dumb-bells are used, let odd numbers begin with the first, and the even with the second part of Exercise 2; in Exercise 6, thrust upw. on first count.

LESSON XIX. C.

Starting position for all exercises: **“Hands on shoulders.”**

Lower arms after each exercise.

1. Stretch arms forw. and bendkneestep forw. left—1-2; stretch sidw. and lunge forw. left—3-4. Same, with right leg.

2. Stretch arms sidew. and bendkneestep sidew. left—1-2; stretch upw. and lunge sidew. left—3-4. Same, with right leg.
3. Stretch arms upw. and bend trunk backw.—1-2; stretch upw. and bend forw.—3-4. (The arms must be alongside the head.)
4. Stretch arms upw. and bendkneestep backw. left—1-2; stretch forw. and lunge backw. left—3-4. Same, with right leg.
5. Stretch upw. and bend trunk sidew. left—1-2; same to the right—3-4.
6. Stretch arms sidew. and bend knees—1-2; stretch diag. and lunge sidew. left—3-4. Same, with right leg.
7. Stretch arms upw. and raise heels—1-2; stretch diag. and lunge forw. left—3-4. Same, with right leg.
8. Odd numbers, lunge sidew. left and right and stretch arms diag.; even numbers, same forw.
(After several repetitions, change.)

LESSON XX. C.

1. Raise arms forw. upw. and raise heels—1-2; raise arms forw. upw. and lunge forw. left—3-4. Same with right leg.
2. Raise arms sidew. upw. and bend knees—1-2; raise arms sidew. upw. and lunge sidew. left—3-4. Same, with right leg.
3. Raise arms obliquely forw. upw. and lunge backw. left and right.
4. Raise arms forw. upw. and bend trunk backw.—1-2; same forw.—3-4.
5. Raise arms sidew. upw. and bend trunk sidew. left and right
6. Raise arms forw. and bendkneestep forw. left—1-2; raise arms forw. upw. and lunge backw. right—3-4. Same, opposite.
7. Raise arms and bendkneestep sidew. left—1-2; raise arms sidew. upw. and lunge sidew. right—3-4. Same, opposite.
8. Raise arms side. upw. and bendkneestep backw. left—1-2; raise arms forw. upw. and lunge forw. right—3-4. Same, opposite.

WAND EXERCISES.

The wands for school use are of wood, 30 to 36 inches long and $1\frac{1}{8}$ to $1\frac{1}{4}$ inches thick.

The lessons in the following series are arranged specially for the school room. Since the space between the desks is limited, many useful and beneficial exercises are necessarily omitted.

In order to facilitate the work of the class teacher, technical terms are not used, only when absolutely necessary the wand is named. The necessary positions of the arms and hands are given, and these, in most cases, will give the position of the wand.

Since it is a source of pleasure to pupils to "play soldier," the drill movements, as given in the "Infantry Drill Regulations," are given, in a modified form, and should frequently be practiced, either before or after the regular lesson.

To get the wands and to return them after use, the following routine is suggested:

Begin as for calisthenics.

Place the crate containing the wands in front of one of the centre desks. The pupils in the aisles on either side of this row face to the front, all others to the rear. Those facing front pass forward, and, as they pass the crate, take a wand and carry it as described below. They then pass to the outside aisles toward the rear, and from there to their respective places for exercise.

At the same time, those facing to the rear pass backward, then forward into the centre aisles, following the first pupils, each going to the assigned place for exercise.

To return the wands, pupils proceed as above, replace the wands in the crate, and pass to the regular seats in the same way as before.

The starting position for all lessons is: "Wand low in front."

The wand is to be held so that the little fingers are near the ends, and grasped with the whole hand; the wand will be in front, touching the thighs.

Carrying the Wand: Carry the wand at the right shoulder; the lower end resting on the first phalanx of the index and middle finger, the thumb, ring and little finger closing around the wand. The hand is pressed against the thigh in such a manner that the back of the hand is toward the outside; the arm is extended. The upper part of the wand rests in the depression in front of the shoulder. The wand should be vertical. To bring the wand to the starting position command: **Wand low in front—Place—1-2-3!** On the first count the left hand is raised sidew. and upw., bent over the head, the left hand grasping the upper end of the wand from behind; the little finger toward the end; on second count the left arm is lowered, and on the third count the right hand changes to the regular hold.

To return the wand, proceed in reverse order.

In many exercises it is impossible to hold the wand firmly at both ends, as in "Arms sidew.," or "Arms crossed in front." Pupils should be instructed to let one or both hands glide easily toward the center as far as may be necessary, but holding the wand firmly whenever it is possible to do so.

The few exercises in which it is deemed advisable to name the wand are:

(a) *Wand behind shoulders.* The wand passes over the head and down to about three inches below the top of the shoulders, and is pressed firmly against the back. The wand is horizontal.

(b) *Wand low behind.* As far as it is possible, the wand is held the same as when "Low in front," excepting that it is behind the thighs. To reach the position, the wand must be passed overhead and backwards.

INFANTRY DRILL REGULATIONS.

UNITED STATES ARMY (1891).

(Slightly modified for drill with the wand.)

I. Position of "Carry Arms."

The end of the wand rests on the first phalanx of the middle and index fingers; the thumb, ring and little fingers closing around it; the finger-tips are pressed against the thigh, the knuckles turned outward; the arm is extended; the wand is vertical, the upper part resting in the hollow in front of the shoulder.

II. Being at the Carry—Command: Order—Arms!

(One) Grasp wand with the left hand, the forearm being horizontal across the body, let go with the right hand; lower the wand with the left, regrasp with the right hand near the thigh; the end of the wand is about three inches from the floor; the left forearm is extended downward and inward, wrist and fingers straight. (Two) Lower the wand gently with the right hand, end of wand near the right foot, drop the left hand by the side, and stand in position of "Order—Arms!"

III. Being at the Order—Command: Carry—Arms!

(One) Raise the wand vertically with the right hand, grasp with left below right, change right to end and resume the carry. (Two) Drop left hand.

IV. Being at the Order—Command: Parade—Best!

Carry the right foot six inches straight to the rear, left knee slightly bent, carry the upper end of wand in front of center of the body; grasp the upper end with left hand just above the right.

At the command: **In position—Stand!** Resume position of the Order, the right foot being replaced and the left hand dropped to the side.

V. Being at the Carry—Command: Present—Arms!

(One) Grasp the wand with the left hand about twelve inches above the right and carry it in front of the center of the body, the left forearm being horizontal and resting against the body.

(Two) Change the right hand so that the little finger will be toward the end of the wand, thumb above, knuckles in front.

At the command: **Carry—Arms!** (One) Resume the Carry. (Two) Drop left hand.

VI. Being at the Carry or Order—Command: Right shoulder—Arms!

(One) Raise the wand vertically with the right hand, grasp it with the left about twelve inches from the end, and raise this hand until it is at the height of the chin; at the same time grasp the wand with the right hand at the end. (Two) Place wand on the shoulder; the right forearm is horizontal, elbow close to the body; the wand is directed backward, upward, and slightly inward. (Three) Drop left hand.

VII. Being at the Right Shoulder—Command: Carry—Arms!

(One) Lower the wand with the right hand; grasp it with the left (as One, VI), hand at height of chin. (Two) Resume the Carry. (Three) Drop left hand.

VIII. Being at the Right Shoulder—Command: Order—Arms!

(One) Take same position as One, in VII. (Two) Lower the wand with left hand, at same time regrasping it with right near the middle, and lower it to about three inches from the floor. (Three) Take position of "**Order—Arms!**" as in II.

IX. Being at the Carry or Order—Command: Port—Arms!

(One) Raise and throw the wand diagonally across the body, grasp it smartly with both hands, the right, palm down, about six inches from the end, the left, palm up, about ten inches higher, wand sloping to the left, crossing the middle of left shoulder; right forearm horizontal; wand near the body.

To resume the Carry—Command: Carry—Arms!

(One) Return to position of "**Carry—Arms!**" (Two) Drop left hand.

To resume the Order—Command: Order—Arms!

Take the second and third positions of Order from right shoulder, (VIII).

X. Being at the Right Shoulder—Command: Port—Arms!

(One) Lower the wand with right hand, grasp it with left at height of chin. (Two) Take position of "**Port—Arms!**", changing right hand.

To return to Right Shoulder—Command: Right shoulder—Arms!

(One) Change the right hand and carry wand with left hand to shoulder. (Two) Drop left hand.

WAND EXERCISES—SIXTH GRADE.

LESSON I.

Wand low in front—Place!

1. Arms forw. and touchstep forw. left—1-2! Same, with touchstep right—3-4!
2. Arms upw. and touchstep backw. left—1-2! Same, with touchstep right—3-4!

Arms upw.—Bend!

3. Bend trunk forw.—1-2! Bend trunk backw. and stretch arms upw.—3-4!

Wand low in front—Place!

4. Arms sidw. left and touchstep sidw. left—1-2! Same, right—3-4!
5. Arms upw. and bend trunk sidw. left—1-2! Same, bending right—3-4!
6. Arms upw. and raise heels—1-2! Arms forw. and bend knees—3-4!
7. Exercise 6 in alternate rows. Odd numbers begin with 1-2, even numbers with 3-4.

Wand at right shoulder—Place!

LESSON II.

Wand low in front—Place!

1. Arms upw. and raise left knee—1-2! Same, right—3-4!
2. Left arm upw., right hand at left shoulder, and raise left foot backw.—1-2! Same, opposite—3-4!

Wand behind shoulders—Place!

3. Bend trunk backw.—1-2! Bend forw.—3-4!

Wand low in front—Place!

4. Left arm sidw., right upw., and raise the left leg sidw.—1-2! Same, opposite—3-4!
5. Turn trunk left, arms forw., right up, and left down—1-2! Same, opposite—3-4!
6. Arms upw. and bendkneestep backw. left—1-2! Same, right—3-4!
7. Arms sidw. left, and bendkneestep sidw. left—1-2! Same, right—3-4!
8. Arms forw., left up, right down, and bendkneestep forw. left—1-2! Same, right (right arm up)—3-4!

Wand at right shoulder—Place!

LESSON III.

Wand low in front—Place!

1. Left arm upw., right hand at left shoulder, and bendkneestep backw. left—1-2! Same, right (right arm up)—3-4!
2. Left arm sidw., right hand on left hip, and bendkneestep sidw. left—1-2! Same, opposite—3-4!
3. Wand behind shoulders and bend trunk backw.—1-2! Same, bending forw.—3-4!
4. Left arm forw., right hand on left hip, and bendkneestep forw. left—1-2! Same, opposite—3-4!
5. Wand behind shoulders and bend trunk sidw. left—1-2! Same, right—3-4!
6. Arms upw. and lunge forw. left—1-2! Same, right—3-4!
7. Left arm upw., right sidw., and lunge sidw. left—1-2! Same, opposite—3-4!
8. Arms forw., left upw., right downw., and lunge backw. left—1-2! Same, right (right up)—3-4!

Wand at right shoulder—Place!

LESSON IV.

Wand low in front—Place!

1. Left arm forw., right hand under left shoulder, and raise the left leg forw.—1-2! Right arm forw. and raise right leg—3-4!
2. Arms sidew. left, and raise left leg sidew.—1-2! Same, to the right—3-4!
3. Arms crossed, left over right, and bend trunk backw.—1-2! Same, right over left, and bend forw.—3-4!
4. Arms upw. and raise heels—1-2! Arms crossed, left over right, and bend knees—3-4! (In the repetitions cross the arms alternately, left over right, and right over left.)
5. Arms crossed, right over left, and bend trunk sidew. left—1-2! Same, but left over right, and bend right—3-4!
6. Arms upw. and raise left knee forw.—1-2! Left arm upw., right hand at left shoulder, and raise left leg backw.—3-4! Same, right.
7. Arms sidew. left and raise left leg sidew.—1-2! Left arm upw., right sidew., and raise left foot inw.—3-4! Same, right.
8. Arms forw. and raise left leg forw.—1-2! Wand behind shoulders and raise left foot backw.—3-4! Same, right.

Wand at right shoulder—Place!

LESSON V.

Wand low in front—Place!

1. Left arm obliquely sidew. downw., right hand at chest, and bendkneestep sidew. left—1-2! Same, to the right—3-4!
2. Left arm obliquely backw., right hand at left shoulder, and bendkneestep backw. left—1-2! Same, on the right side—3-4!
3. Left arm forw., right hand on left hip, and bendkneestep forw.—1-2! Same, on the right side—3-4!
4. Arms crossed, left over right, and raise heels—1-2! Bend trunk backw., arms upw.—3-4!
5. Cross right arm over left and raise heels—1-2! Bend trunk forw., wand behind shoulders—3-4!
6. Right arm upw., left hand at right shoulder, and bend trunk sidew. left—1-2! Same, to the other side—3-4!
7. Arms upw. and raise heels—1-2! Left arm obliquely backw., right hand at left shoulder, and bendkneestep backw. left—3-4! Same, with right backw.
8. Arms forw., left hand up, right down, and bend knees—1-2! Left arm obliquely sidew. downw., right hand at chest, and bendkneestep sidew. left—3-4! Same, to the right.

Wand at right shoulder—Place!

LESSON VI.

Wand low in front—Place!

1. Left arm obliquely sidew. upw., right hand at chest, and lunge sidew left—1-2! Same, opposite—3-4!
2. Right arm obliquely forw. upw., left hand at chest, and lunge forw. left—1-2! Same, opposite—3-4!
3. Arms forw., left down, right up, and lunge backw. left—1-2! Same, opposite—3-4!
4. Arms upw. and bend trunk backw.—1-2! Same, bending forw.—3-4! (Arms must be alongside the head both times.)
5. Turn trunk to the left, left arm forw., right hand under shoulder—1-2! Same, opposite—3-4!
6. Right arm obliquely sidew. downw., left hand over shoulder (wand behind right shoulder), and lunge sidew. left—1-2! Same, opposite—3-4!
7. Same as Exercise 6, but the straight arm extended backw., lunging forw.
8. Exercises 6 and 7 in alternate rows.

Wand low in front—Place!

DUMBBELLS.

The dumbbells that are used in these grades are of iron and weigh approximately one pound.

While all freehand exercises can be executed with dumbbells, some are better adapted for their use than others.

In the following series the lessons that are not well adapted for the use of dumbbells are marked "C" (Calisthenics), while those especially prepared are marked "D" (Dumbbells). Lessons marked "D" or "C" may be taken with or without the bells.

The position of the hands holding the bells is always the same as for freehand exercises.

An exercise well adapted for dumbbells, but which does not appear in the lessons, is "Arm rotation."

Teachers may insert it at will in the middle or at the close of the lesson. Hold the bells in any given position, and turn the hand from pronation to supination, and reverse. Do not let the arms be in the same position too long, as the arms will tire quickly. Change the arm position after 8 to 12 counts.

To get the dumbbells before, and to return them after the lesson, the following routine is suggested:

Place the boxes in front of the front desks of the two outer sections; proceed as for calisthenics, but instead of every other line facing the rear, have all face about except those in the two center aisles. The pupils in these aisles pass forward across the front of the room toward their respective boxes, take a pair of dumbbells, pass down the aisle nearest the wall, to the rear of the room, and proceed to the places assigned them for gymnastics. The other pupils follow, passing forward in the center aisles, and proceeding to their respective places.

Return the bells in the same way.

The pupils should place hands on hips as soon as they have their bells, and retain them there until directed otherwise.

WAND EXERCISES.

The wands for school use are of wood, thirty to thirty-six inches long, and $1\frac{1}{8}$ to $1\frac{1}{4}$ inches thick.

The lessons in the following series are arranged specially for the school room. Since the space between the desks is limited, many useful and beneficial exercises are necessarily omitted.

In order to facilitate the work of the class teacher, technical terms are not used; only when absolutely necessary the wand is named. The necessary positions of the arms and hands are given, and these, in most cases, will give the position of the wand.

Since it is a source of pleasure to pupils to "play soldier," the drill movements, as given in the "Infantry Drill Regulations," are given, in a modified form, and should frequently be practiced, either before or after the regular lesson.

To get the wands and to return them after use, the following routine is suggested:

Begin as for calisthenics.

Place the crate containing the wands in front of one of the center desks. The pupils in the aisles on either side of this row face to the front, all others to the rear. Those facing front pass forward, and, as they pass the crate, take a wand and carry it as described below. They then pass to the outside aisles toward the rear, and from there to their respective places for exercise.

At the same time, those facing to the rear pass backward, then forward into the center aisles, following the first pupils, each going to the assigned place for exercise.

To return the wands, pupils proceed as above, replace the wands in the crate, and pass to the regular seats in the same way as before.

The starting position for all lessons is: "Wand low in front."

The wand is to be held so that the little fingers are near the ends, and grasped with the whole hand; the wand will be in front, touching the thighs.

Carrying the Wand: Carry the wand at the right shoulder; the lower end resting on the first phalanx of the index and middle finger, the thumb, ring and little finger closing around the wand. The hand is pressed against the thigh in such a manner that the back of the hand is toward the outside; the arm is extended. The upper part of the wand rests in the depression in front of the shoulder. The wand should be vertical. To bring the wand to the starting position, command: **Wand low in front—Place—1-2-3!** On the first count the left hand is raised sidw. and upw., bent over the head, the left hand grasping the upper end of the wand from behind, the little finger toward the end; on second count the left arm is lowered, and on the third count the right hand changes to the regular hold.

To return the wand, proceed in reverse order.

In many exercises it is impossible to hold the wand firmly at both ends, as in "Arms sidw." or "Arms crossed in front." Pupils should be instructed to let one or both hands glide easily toward the center as far as may be necessary, but holding the wand firmly whenever it is possible to do so.

The few exercises in which it is deemed advisable to name the wand are:

(a) *Wand behind shoulders.* The wand passes over the head and down to about three inches below the top of the shoulders, and is pressed firmly against the back. The wand is horizontal.

(b) *Wand low behind.* As far as it is possible, the wand is held the same as when "Low in front," excepting that it is behind the thighs. To reach the position the wand must be passed overhead and backwards.

INFANTRY DRILL REGULATIONS.

UNITED STATES ARMY (1891).

(Slightly modified for drill with the wand.)

I. Position of "Carry Arms."

The end of the wand rests on the first phalanx of the middle and index fingers; the thumb, ring and little fingers closing around it; the finger-tips are pressed against the thigh, the knuckles turned outward; the arm is extended; the wand is vertical, the upper part resting in the hollow in front of the shoulder.

II. Being at the Carry—Command: Order—Arms!

(One) Grasp wand with left hand, the forearm being horizontal across the body, let go with the right hand; lower the wand with the left, regrasp with the right hand near the thigh; the end of the wand is about three inches from the floor; the left forearm is extended downward and inward, wrist and fingers straight.

(Two) Lower the wand gently with the right hand, end of wand near the right foot, drop the left hand by the side, and stand in position of "Order—Arms!"

III. Being at the Order—Command: Carry—Arms!

(One) Raise the wand vertically with the right hand, grasp with left below right, change right to end, and resume the Carry.
(Two) Drop left hand.

IV. Being at the Order—Command: Parade—Rest!

Carry the right foot six inches straight to the rear, left knee slightly bent, carry the upper end of wand in front of center of the body; grasp the upper end with the left hand just above the right.

At the command: **In position—Stand!** Resume position of the Order, the left foot being replaced, and the left hand dropped to the side.

V. Being at the Carry—Command: Present—Arms!

(One) Grasp the wand with the left hand about twelve inches above the right, and carry it in front of the center of the body, the left forearm being horizontal and resting against the body.
(Two) Change the right hand so that the little finger will be toward the end of the wand, thumb above, knuckles in front.

At the command: **Carry—Arms!** (One) Resume the Carry.
(Two) Drop left hand.

VI. Being at the Carry or Order—Command: Right shoulder—Arms!

(One) Raise the wand vertically with the right hand, grasp it with the left about twelve inches from the end, and raise this hand until it is at the height of the chin; at the same time grasp the wand with the right hand at the end. (Two) Place wand on the shoulder; the right forearm is horizontal, elbow close to the body; the wand is directed backward, upward, and slightly inward. (Three) Drop left hand.

VII. Being at the Right Shoulder—Command: Carry—Arms!

Lower the wand with the right hand; grasp it with the left (as One, VI) hand at height of chin. (Two) Resume the Carry.
(Three) Drop left hand.

VIII. Being at the Right Shoulder—Command: Order—Arms!

(One) Take same position as One, in VII. (Two) Lower the wand with the left hand, at the same time regrasping it with right near the middle, and lower it to about three inches from the floor. (Three) Take position of "**Order—Arms!**" as in II.

IX. Being at the Carry or Order—Command: Port—Arms!

(One) Raise and throw the wand diagonally across the body, grasp it smartly with both hands, the right, palm down, about six inches from the end, the left, palm up, about ten inches higher, wand sloping to the left, crossing the middle of left shoulder; right forearm horizontal; wand near the body.

To resume the Carry—Command: Carry—Arms!

(One) Return to position of "**Carry—Arms!**" (Two) Drop left hand.

To resume the Order—Command: Order—Arms!

Take the second and third position of Order from right shoulder, (VIII).

X. Being at the Right Shoulder—Command: Port—Arms!

(One) Lower the wand with right hand, grasp it with left at height of chin. (Two) Take position of "**Port—Arms!**", changing right hand.

To return to Right Shoulder—Command: Right shoulder—Arms!

(One) Change the right hand, and carry wand with left hand to shoulder. (Two) Drop left hand.

SEVENTH AND EIGHTH GRADES.

NOTE.—The preliminary exercises which are to precede every lesson, may consist of the different facings, arm positions, stepping one or more steps forw., backw., or sidew.

A breathing exercise should terminate every lesson if the air in the room is pure.

Frequently call attention to correct standing.

Arrange the pupils according to size and sex.

After the first lesson the commands are not given in full, the movements are only indicated. The teacher, however, must give the commands for each movement separately, as shown in the first lesson.

LESSON I. C.

1. Raise arms and touchstep forw. left—1! Raise arms upw. and touchstep backw. left—2! Ret. to pos.—3-4! Begin—1-2-3-4! Same, right! Begin—1-2-3-4!
2. Raise arms sidew. and touchstep sidew. left—1! Raise arms upw. and cross-touchstep left—2! Ret. to pos.—3-4! Begin—1-2-3-4! Same, right! Begin—1-2-3-4!
3. Raise arms forw.—1! Bend trunk backw.—2! Ret. to pos.—3-4! Begin—1-2-3-4!
4. Same, but bend trunk forw. Begin—1-2-3-4!
5. Raise arms and touchstep forw. left—1! Raise arms upw. and bendkneestep backw. left—2! Ret. to pos.—3-4! Begin—1-2-3-4! Same, right! Begin—1-2-3-4!
6. Raise arms sidew.—1! Bend trunk sidew. left—2! Ret. to pos.—3-4! Begin—1-2-3-4! Same, right! Begin—1-2-3-4!
7. Raise arms sidew. and bendkneestep sidew. left—1! Raise arms upw. and cross-touchstep sidew. left—2! Ret. to pos.—3-4! Begin—1-2-3-4! Same, right! Begin—1-2-3-4!
8. Raise arms and bendkneestep forw. left—1! Raise arms upw. and touchstep backward. left—2! Ret. to pos.—3-4! Begin—1-2-3-4! Same, right! Begin—1-2-3-4!

LESSON II. C.

1. Raise arms and left leg forw.—1! Swing arms sidew. and touchstep sidew.—2! Return—3-4! Same, right.
2. Raise arms and left leg sidew.—1! Raise arms upw. and cross-touchstep sidew.—2! Return—3-4! Same, right.
3. Raise arms sidew.—1! Bend trunk backw. and bend arms inw.—2! Return—3-4!
4. Same, but bend trunk forw.
5. Raise arms and the left leg forw.—1! Raise arms upw. and touchstep backw.—2! Return—3-4! Same, right.
6. Raise arms and the left leg forw.—1! Arms diagonally and bendkneestep backw.—2! Return—3-4! Same, right.
7. Raise arms sidew.—1! Bend trunk sidew. left, and hands behind neck—2! Return—3-4! Same, right.
8. Raise arms and the left leg forw.—1! Arms diagonally and bendkneestep sidew.—2! Return—3-4! Same, right.

LESSON III. WANDS.

Wand low in front—Place!

1. Bend arms upw.—1; stretch forw. and touchstep forw.—2; return—3-4. Same, with touchstep right.
2. Bend arms upw.—1; stretch upw. and touchstep backw.—2; return—3-4. Same, with touchstep right.
3. Bend arms upw.—1; bend trunk backw. and stretch upw.—2; return—3-4.
4. Bend arms upw.—1; bend trunk forw. and stretch forw.—2; return—3-4. (Arms in line with trunk.)
5. Bend arms upw. and raise heels—1; stretch forw. and bend knees—2; return—3-4.
6. Bend arms upw.—1; stretch forw., left hand down, right up, and turn trunk to the left—2; return—3-4. Same, turning right (right hand down).
7. Bend arms upw.—1; stretch upw. and bendkneestep backw. left—2; return—3-4. Same, with bendkneestep right.
8. Bend arms upw.—1; stretch forw., left hand up, right down, and bendkneestep forw. left—2; return—3-4. Same, but right hand up and bendkneestep right.

Wand at right shoulder—Place!

LESSON IV. WANDS.

Wand low in front—Place!

1. Arms forw.—1; arms sidw. left and touchstep sidw. left—2; return—3-4. Same, right.
2. Arms sidw. left—1; arms upw. and bend knees—2; return—3-4.
3. Arms crossed left over right—1; bend trunk backw. and arms upw.—2; return—3-4.
4. Arms upw.—1; arms crossed right over left and bend trunk forw.—2; return—3-4.
5. Arms sidw. left and bendkneestep sidw. left—1; arms upw. and cross-touchstep—2; return—3-4. Same, right.
6. Arms upw.—1; arms crossed right over left and bend trunk sidw. left—2; return—3-4. Same, to the right (left over right).
7. Arms forw. and touchstep forw. left—1; arms upw. and bendkneestep backw. left—2; return—3-4. Same, with right leg.
8. Arms upw. and touchstep backw. left; arms crossed left over right, and bendkneestep forw. left—2; return—3-4. Same, with right leg.

Wand at right shoulder—Place!

LESSON V. WANDS.

Wand low in front—Place!

1. Left arm forw., right hand under shoulder and touchstep forw. left—1; arms upw. and lunge forw.—2; return—3-4. Same, right.
2. Arms crossed left over right and cross-touchstep left—1; left arm obliquely sidw. upw., right hand at chest, and lunge sidw. left—2; return—3-4. Same, opposite.
3. Arms upw. and raise heels—1; wand behind shoulders, lower heels and bend trunk forw.—2; return—3-4.
4. Same, but bend trunk backw.
5. Arms upw. and raise heels—1; arms forw., left up, right down, and lunge backw. left—2; return—3-4. Same, right (right arm up).
6. Arms forw. and bend knees—1; arms upw., stretch knees and bend trunk sidw. left—2; return—3-4. Same, right.

7. Arms upw. and lunge forw. left—1; wand behind shoulders and change knee-bending—2; return—3-4. Same, right.
 8. Arms upw. and lunge sidew. left—1; left arm obliquely sidew. downw., right hand over shoulder (wand behind left shoulder), and change knee-bending—2; return—3-4. Same, right.
 9. Arms forw., left up, right down, and lunge backw. left—1; left arm upw., right hand at left shoulder, and change knee-bending—2; return—3-4. Same, opposite.
- Wand at right shoulder—Place!**

LESSON VI. WANDS.

Wand low in front—Place!

1. Left arm forw., right hand under left shoulder, and bendkneestep forw. left—1; arms upw., closestep and raise heels—2; return—3-4. Same, right.
2. Arms sidew. and bendkneestep sidew. left—1; arms upw., closestep and raise heels—2; return—3-4. Same, right.
3. Right hand on hip, left arm overhead and bendkneestep backw. left—1; arms upw., closestep and raise heels—2; return—3-4. Same, opposite.
4. Bend arms upw. and touchstep backw. left—1; bend trunk backw. and stretch arms upw.—2; return—3-4. Same, with touchstep right.
5. Arms upw. and touchstep backw. left—1; wand behind shoulders and bend trunk forw.—2; return—3-4. Same, with touchstep right.
6. Arms sidew. and touchstep sidew. left—1; raise left arm upw. and bend trunk sidew. right—2 (wand must be in line with the body); return—3-4. Same, opposite.
7. Left arm forw., right hand over left shoulder (knuckles touch shoulder), and touchstep forw. left—1; arms upw., closestep and bend knees—2; return—3-4. Same, right.
8. Arms sidew. and touchstep sidew. left—1; arms upw., closestep and bend knees—2; arms sidew. and touchstep to the right—3; position—4. Same, beginning right.

Wand at right shoulder—Place!

LESSON VII. D.

1. Bend arms to thrust—1; thrust forw. with touchstep forw. left—2; return—3-4. Same, with touchstep right.
 2. Same, but thrust upw. with touchstep backw.
 3. Bend arms and thrust—1; bend trunk backw. and thrust upw.—2; return—3-4.
 4. Same, but bend forw. and thrust downw.
- Half left—Face!**
5. Bend arms to thrust—1; thrust sidew. and touchstep sidew. left—2; return—3-4. Same, right.
- Front—face!**
6. Bend arms to thrust—1; bend trunk sidew. left and thrust sidew.—2; return—3-4. Same, right.
 7. Bend arms to thrust—1; thrust upw. with bendkneestep backw. left—2; return—3-4. Same, right.
 8. Bend arms to thrust—1; odd numbers thrust forw. with bendkneestep forw., the even numbers thrust sidew. with bendkneestep sidew.—2; return—3-4. Same, right.
 9. Same as 8, but odd numbers sidew., even numbers forw. Same, right.

LESSON VIII. D.

1. Bend arms upw.—1; stretch upw. and raise heels—2; return—3-4.
Half left or right—Face!
2. Bend arms upw.—1; stretch sidw. and bend knees—2; return—3-4.
3. Bend arms upw. and raise heels—1; stretch sidw. and bend knees—2; return—3-4.
Front—face!
Hands on hips—Place!
4. Bend trunk backw. and stretch arms upw.—1; bend forw. and place hands on hips—2; return—3-4.
5. Bend trunk forw. and stretch arms downw.—1; bend backw. and place hands on hips—2; return—3-4.
6. Bend trunk sidw. left and raise right arm to semi-circle overhead—1; bend right and raise left arm (right arm remaining up)—2; return—3-4. Same, bending opposite.
7. Bend arms upw. and touchstep forw. left—1; stretch upw. and raise the leg backw.—2; return—3-4. Same, right.
8. Bend arms upw. and cross-touchstep left—1; stretch diag. and raise the leg sidw.—2; return—3-4. Same, right.
9. Bend arms upw. and touchstep backw. left; stretch forw. and raise leg forw.—2; return—3-4. Same, right.

LESSON IX. D.

1. Bend arms to thrust—1; thrust upw. and lunge forw. left—2; return—3-4. Same, right.
2. Same, but thrust diag. and lunge sidw.
3. Same, but thrust forw. and lunge backw.
4. Hands on hips and touchstep backw.—1; bend trunk backw.—2; return—3-4. Same, with touchstep right.
5. Same, but step and bend forw.
6. Same, but step and bend sidw.
7. Bend arms to thrust and touchstep forw. left—1; thrust upw. and lunge forw.—2; return—3-4. Same, right.
8. Same, sidw., but thrust diag.
9. Same, backw., but thrust upw.

LESSON X. D.

1. Hands on shoulders and cross-touchstep left—1; stretch arms upw. and lunge forw.—2; return—3-4. Same, right.
2. Same, but stretch arms diag. and lunge sidw.
3. Hands on shoulders and touchstep forw. left—1; bend trunk forw. and stretch arms downw.—2; return—3-4. Same, with touchstep right.
4. Same, but step and bend trunk backw., stretching arms upw.
5. Hands on shoulders and cross-touchstep left—1; stretch arms forw. and lunge backw.—2; return—3-4. Same, right.
6. Hands on shoulders and touchstep sidw. left—1; bend trunk sidw. left and stretch arms sidw.—2; return—3-4. Same, right.
Hands on shoulders—Place!
7. Stretch arms upw. and lunge forw. left—1; change knee-bending and lower arms forw.—2; return—3-4. Same, right.
8. Same, but lunge sidw. and lower arms sidw. left. Same, right.

LESSON XI. WANDS.

Wand low in front—Place!

1. Arms forw.—1; left arm up, right at left shoulder, and raise left leg backw.—2; return—3-4. Same, right.
2. Arms forw.—1; left arm obliquely sidew. upw., right hand at chest, and raise right leg sidew.—2; return—3-4. Same, opposite.
3. Arms crossed left over right—1; arms forw. and raise left leg forw.—2; return—3-4. Same, right.
4. Arms sidew. left and raise left leg sidew.—1; closestep, bend trunk backw., arms upw.—2; return—3-4. Same, right.
5. Arms upw. and raise left foot backw.—1; closestep, bend trunk forw., wand behind shoulders—2; return—3-4. Same, right.
6. Arms crossed left over right, and cross-touchstep left—1; closestep, bend trunk sidew. left and cross right arm over left—2; return—3-4. Same, right.
7. Arms sidew. left and raise left leg sidew.—1; arms upw. and raise left foot inw.—2; return—3-4. Same, right.
8. Arms forw. and raise left leg backw.—1; arms upw. and raise left knee—2; return—3-4. Same, right.

Wand at right shoulder—Place!

LESSON XII. WANDS.

Wand low in front—Place!

1. Arms upw. and cross-touchstep left—1; right arm obliquely sidew. downw., left hand over shoulder (wand behind right shoulder) and lunge sidew. left—2; return—3-4. Same, opposite.
2. Same, but lunge forw. and extend the straight arm backw. on 2.
3. Arms forw., left upw., right downw., and lunge backw. left—1; bend trunk backw., arms upw.—2; return—3-4. Same, lunging right, right hand up on 1.
4. Arms upw. and lunge forw. left—1; bend trunk forw., wand behind shoulders—2; return—3-4. Same, lunging right.
5. Right arm sidew., left upw., and lunge sidew. left—1; turn trunk to the left, arms forw., left down, right up—2; return—3-4. Same, opposite.
6. Arms upw. and cross-touchstep left—1; left arm obliquely sidew. upw., right hand at chest, and lunge sidew. left—2; return—3-4. Same, opposite.
7. Arms upw. and cross-touchstep left—1; right arm obliquely forw. upw., left hand at chest, and lunge forw. left—2; return—3-4. Same, opposite.
8. Exercise 6 and 7 in alternate rows.

Wand at right shoulder—Place!

LESSON XIII. WANDS.

Wand low in front—Place!

1. Arms sidew. left and bendkneestep sidew. left—1; arms upw., closestep and raise heels—2; arms sidew. right and bendkneestep right 3; position—4. Same, beginning right.
2. Left arm forw., right hand on left hip, and bendkneestep forw. left—1; arms upw., closestep and raise heels—2; right arm forw. and bendkneestep right—3; position—4. Same, beginning right.

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